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ABSTRACT

A project was designed to develop and field test a job and career placement and follow-up system to serve as a model for state-wide implementation in vocational education programs. Third year objectives were (1) to expand the field test of the placement and follow-up system to six regional satellite test sites utilizing selected high schools and state supported vocational schools, (2) to plan, develop, and implement inservice activities to facilitate second-year field testing, (3) to evaluate the system and implementation methods and revise the system if necessary, and (4) to disseminate information about the system to the target population. All objectives were met to some extent, but only three regions implemented all phases of the system. The second-year field test provided three major results: production of information necessary for improving the system, aligning the information-producing instruments with reporting requirements of regulatory agencies, and gaining knowledge necessary for successful implementation of the system on a state-wide basis. It was concluded that a standardized placement and follow-up system will work in Kentucky. (Appendixes contain a revised manual, suggestions and recommendations, the local school plan form, and the employer survey results.) (CSS)

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FINAL REPORT
Fiscal Year 1978

PLACEMENT AND FOLLOW-UP DEVELOPMENT PROJECT
VOCATIONAL EDUCATION REGION FOUR
BOWLING GREEN, KENTUCKY

by

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Project Director

October 1978
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Project Number D00880 4409 DD

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The preparation of this manual "A Model System for Placement and Follow-up" as developed, field-tested and revised within Vocational Education Region IV, involved the assistance, advice and skills of many interested people in the Commonwealth of Kentucky. These dedicated individuals, with a wide range of interests and backgrounds, have devoted valuable hours, deliberated at length and given direction to a meaningful program that is essential to the delivery of services to individuals who have been or are enrolled in a variety of vocational education programs.

The Project Director and staff are appreciative of the many contributions of time, effort, energy and skills of the various agencies within the Commonwealth of Kentucky, the State-wide Task Force, the Inter-agency Committee and the Regional Review Committee. Without the help of these dedicated members, the placement and follow-up system would not be the successful model for a state-wide placement and follow-up system.

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Sensible Surveys
Research Coordinating Unit
State Commission for Vocational Education
Olympia, Washington

System for Implementing Review and Follow-up
Purdue University
West Lafayette, Indiana

Model for Implementation of
   School Placement Services
Job Placement Department
Summit County Board of Education
Akron, Ohio

May it be understood that it is virtually impossible to list the names of every person and/or institution having provided input to the project. Therefore, at this point appreciation and recognition is awarded those persons and institutions not listed, but having provided assistance to the project.

STATEMENT OF NONDISCRIMINATION

No person in the United States shall on the ground of race, color, national origin or sex be excluded from participation in, be denied the benefits of or be otherwise subjected to discrimination under any program or activity for which Federal financial assistance has been extended.

THE RELATIONSHIP OF THE PURPOSE
OF THE EDUCATION AMENDMENTS OF 1976
TO
PLACEMENT AND FOLLOW-UP

Title I - Vocational Education
Part A - State Vocational Education Programs
Declaration of Purpose

"Section 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them -

(1) to extend, improve, and where necessary maintain existing programs of vocational education,

(2) to develop new programs of vocational education,

(3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training." [1]

A study of the law indicates areas that will improve vocational education. These areas are counseling for better understanding of educational and vocational options and industrial arts programs which are designed to help individuals make informed and more meaningful occupational choices. Other implied improvements that must be made in order to better meet the needs of individuals, businesses, and industries are instructional content; methods of instruction; relevant equipment and supplies; identification of traits that are common to an occupation which will aid in the prediction of success of potential students; and the transfer of credit from school to school.

Improvements in the planning process and in the operation of vocational education can be made from analysis of placement and follow-up data. To make overall improvements requires placement data to be comprehensive and to have a well-maintained records management system. These data which are periodically analyzed provide information that can be used to make immediate improvements as well as to plan for improvements. Follow-up information identifies the results of individuals who have completed a program or who have completed a partial program. The follow-up information establishes a firm base from which to make program improvements.

[1] Public Law 94-482, 94th Congress, October 12, 1976.

TITLE IX

EDUCATION AMENDMENTS OF 1972

Sex Discrimination in Education

Title IX of the Education Amendments of 1972 requires that the vocational schools in Region Four not discriminate on the basis of sex in its educational programs, employment practices and activities which it operates. It is the policy of Vocational Education - Region Four to comply with this requirement.

Any person having inquiries concerning vocational schools' compliance with Title IX may contact the following person who has been designated to coordinate efforts to comply with Title IX:

Mrs. Rebecca Forrest
Glasgow School for Practical Nurses
P. O. Box 199
Glasgow, Kentucky 42141

or

Mrs. Rebecca Forrest
Bowling Green State Vocational Technical School
1845 Loop Drive
P. O. Box 6000
Bowling Green, Kentucky 42101

Inquiries about Title IX requirements may also be made to the Director, Office for Civil Rights, U. S. Department of Health, Education and Welfare, Washington, D. C. 20201.

ABSTRACT

A. TITLE OF PROJECT	PLACEMENT AND FOLLOW-UP MODEL
B. PROJECT DURATION	July 1, 1977 to September 30, 1978
C. PROJECT OBJECTIVES	

Product

1. Upon completion of the second year field-test in six satellite region test sites, an effective placement system adaptable to local school, regional or state-wide use will be operable.
2. Upon completion of the second year field-test, an effective follow-up system adaptable to local school, regional or state-wide use will be operable.
3. Upon completion of the second year field-test, an effective, workable management system adapted to local school, regional or state-wide use will be operable.
4. Reevaluate the progress at the end of the second year field-test.

Management

1. Field-test the placement and follow-up system in selected high schools and the state supported vocational schools in six satellite regional test sites.
2. Plan, develop and implement in-service activities to facilitate the expanded field-testing of the project.
3. Evaluate the placement and follow-up system, the methods of implementation of the system and revise system based on evaluation findings.
4. Publish and disseminate information regarding the system to appropriate target population.

D. PROCEDURES

The third year of the project will include trying out revised placement and follow-up forms, questionnaires, records, et cetera. Special emphasis will be placed upon (a) expanding the system to include all high schools and state operated vocational schools in Region Four, (b) implementing the system in six satellite region test sites in Kentucky, (c) in-service activities for regional implementation of the system.

E. CONTRIBUTIONS TO EDUCATION

1. Development of a comprehensive, effective and efficient placement and follow-up system that can be adapted to an individual school, or a region or state-wide use.

2. Vocational programs will be supplied with available data which will enable them to become more accountable.

3. Increase in number of students placed in jobs related to training.

4. Increase in effective use of follow-up data to update vocational education programs and keep them more relevant to industrial needs.

5. Increase in community involvement with vocational placement and follow-up.

6. Increase in cooperation among agencies to aid in placement of students on jobs and in advancing to the next level of education.

7. Increase in effectiveness of application-interview skills of students.

8. Increase in number of teacher visits to industry and increase in number of student follow-up visits.

9. Identification of job responsibilities necessary for implementing and maintaining an effective placement and follow-up system.

10. Improvement of vocational school, high school, higher education, business, industry and community relations.

11. Provide data to counselors which will aid in placement of students into proper training programs.

12. Make possible more relevant planning of vocational education programs, services and activities.

13. Provide data for research activities.

14. Establishment of effective Job Clinics in vocational schools and high schools.

15. Establishment of regional Job Data Bank for use by vocational students.

16. Establishment of a student availability file.

17. Improvement in state-wide evaluation system.

18. Provide for more effective utilization of craft advisory committees and regional advisory committee.

19. Replacement of unsuccessful activities with alternative or alternatives; refinement of activities that are successful.

20. Improvement of student recruitment in terms of quality and quantity through an improved community relations program.

F. See Appendix A for a copy of the administrative manual for placement and follow-up.

INTRODUCTION

This report is designed to acquaint the reader(s) pertinent to the degree to which the goals were achieved, in both qualitative and quantitative measures, and given in narrative format. The report will also reflect the scope and objectives of the project in order that the reader(s) may be more enlightened relative to the overall project intent.

The reader(s) must be cognizant of the fact that this report covers year number three of the project; the first year being used for developing procedures and materials, the second year for an initial field-test in Region Four and the third year for an expanded field-test to include vocational education programs in six regions. This report will cover the results of the second year field-test in the six regions.

The following narration was exerted from the placement and follow-up administrative manual and included in this report for the purpose of enhancing the readers' comprehension of the background and purpose of the project. The content of the following is self-explanatory, thus no farther elabration is deemed necessary.

> "The Kentucky Bureau of Vocational Education, 1975, charged the staff of Barren River Vocational Education Region Four with the responsibility for developing and field-testing a model for a comprehensive system for placement and follow-up of vocational students.
>
> Upon completion of the successful field-test and all attendant revisions of the Placement and Follow-up Project in 1976-77, Vocational Education Region Four has provided the model that will serve as a state-wide system of placement and follow-up for all vocational students. Beginning in the 1977-78 school year, the system will be implemented in a number of additional vocational education regions.
>
> As a part of the Career Education movement, and in the total education system, it has repeatedly been emphasized that all youth have needs to be met. Instead of isolating individuals by the paths they have elected to follow, via college or job, placement is seen as career placement, the path to any number of steps to be taken by individuals embarking on the preparation stages. Within the education framework, educational and occupational roles interrelate and provide meaningful opportunities in schools and in work settings for individuals in their long-range career development plans, and at the same time provide mechanics to assist youth in the selection process, culminating in career placement, a necessary ingredient that establishes vital accountability to students, educators and the community-at-large.
>
> The term "career placement" as described in this project refers to a comprehensive system that gives assistance to individuals to make selections of various options, and at the same time provide opportunities for successful entry to selected careers.

What are the implications for vocational education? What are the facts the vocational educator must address?

It is obvious that the work world is changing dramatically - whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies - these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Enrollments in the education institutions have grown. Increasing numbers are participating in vocational education programs. There are real needs for increasing numbers of instructors in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an identified perimeter of aspiration and competency.

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions of programs."

ACTIVITIES AND ACCOMPLISHMENTS

Problems Under Consideration:

The project was designed to address itself specifically to the development and field-testing of a placement and follow-up system which could serve as a model for implementation in vocational education programs on a state-wide basis. The objectives for the third year were stated in the approved and funded proposal. These objectives are:

Management Objectives

I. Expand the field-test of the placement and follow-up system to six regional satellite test sites utilizing selected high schools and the state supported vocational schools.

II. Plan, develop and implement in-service activities to facilitate the second year field-testing of the project.

III. Evaluate the placement and follow-up system, the methods of implementation of the system and revise system based on evaluation findings.

IV. Publish and disseminate information regarding the system to appropriate target population.

Each of the above objectives have been achieved, however quantitatively some were achieved at a higher degree than others. The following narration will explain each objective along with all relevant ramifications.

Objective I -Initially six regions were selected to serve as satellite test sites for the second year field-test. Prior to implementation of the field-test, two of the selected regions withdrew due to personnel vacancies created by resignations, and in one region by the sudden death of the Regional Director. One region rejoined the field-test in mid-year as a result of filling the vacancies with qualified personnel. This delay in implementation caused the field-test to be somewhat limited, in that time did not permit all activities as outlined in the manual to be completed. This particular region only completed their regional in-service programs, set up the mechanics for operating the system and conducted the six month follow-up. The remaining portions of the system remain to be implemented during FY '79. One other region did not fully implement the system, and again due to a staff vacancy. The regional staff position selected to serve as the coordinating authority was not filled at the time of implementation. This resulted in a delay in implementing the regional field-test.

Three of the satellite regions implemented all phases of the system during the field-test.

Objective II -An in-service plan was developed and utilized during each regional implementation. (See Appendix A, the placement and follow-up administrative manual - Part V for the Regional Implementation Plan).

Objective III-Due to the fact that an extensive and formalized external evaluation was conducted at the end of the first year field-test, it was felt that an informal internal evaluation would suffice for the second year field-test. The objective for the second year evaluation was quite different from the first year evaluation in that the first year evaluation was designed to test the entire system with all mechanics and instruments, while the second year evaluation was designed to evaluate the degree to which the system met the needs of vocational education in Kentucky.

This was achieved via a leadership team meeting in each satellite region. Prior to the meeting, a memo was sent to each leadership team requesting a list of suggestions for improvements in the system. (See Appendix B for list of suggestions during each regional meeting). These suggestions were discussed pertinent to warranted implementation. Upon completion of all field-test region leadership team meetings, a meeting was scheduled with members of the Bureau of Vocational Education to discuss the ramifications of the suggestions relative to feasibility and legality. As a result of the evaluation process, warranted revisions were implemented in the system.

Objective IV -All published material was disseminated to the appropriate target population.

Methods:

The placement and follow-up field-test implementation in each satellite region was initiated in the following manner. Each school chief administrator was asked to appoint a leadership team of three people from the local staff. It was suggested that the chief administrator, the counselor and one vocational teacher serve on the leadership team, however in lieu of a counselor on the staff, a second teacher would serve.

An in-service day was scheduled for regional personnel and local school leadership teams from all schools involved in the field-test in that region.

Individuals from the Bureau of Vocational Education and the Bureau for Manpower Services were invited to attend the meeting. During the in-service day, a thorough orientation to the manual and related materials was provided. Each local school leadership team was given an opportunity to ask "how to" questions pertinent to implementation of the field-test.

An implementation plan was described where-by the project director would serve as an advisor to each satellite region and leadership team throughout the field-test period. Due to the number of teachers involved in the field-test, it was deemed impractical for the project director to attempt to work directly with each teacher in each local school. Therefore, according to the plan the leadership team would coordinate all placement and follow-up activities with the remaining vocational teachers in the local school. The plan also provided for the project director to monitor the activities in each region. At the close of the in-service session, each leadership team was asked to prepare a local plan. (See Appendix C.) This plan was designed to provide the local school staff with a procedural guideline for operation of the placement and follow-up system.

Throughout the implementation phase, the project director maintained close contact with satellite region and with each leadership team throughout the test sites. The project director attempted to visit each region one time per month, but due to the severe winter this schedule was not maintained.

Near the end of the second year field-test, a second one-day in-service was conducted. The primary objectives of the second meeting was to provide an opportunity for each leadership team to report on the placement and follow-up activities conducted in their school during the field-test to lay the ground work for revising the system and expanding it to other regions.

Results:

The results of the second year field-test were essentially (1) production of information necessary for improving the system, (2) aligning the information producing instruments with reporting requirements of regulatory agencies and (3) gaining knowledge necessary for successful implementation of the system on a state-wide basis. (See Appendix A for a copy of the revised manual.)

Under the following, we have given an overview of the operational procedure of the system.

The Placement System

The placement system is designed to provide for both job placement and career placement services for vocational education students. The job placement services delivery system is designed to provide for many avenues oriented toward achieving the end result of compatible employment.

One of these avenues is identified as the teacher placement system. It was found that many teachers in the vocational education system maintains individual contacts with employers within their occupational area. Utilizing these contacts the teachers make individual attempts to place their students.

The second job placement avenue field-tested in Region Four and in five satellite regions is the regional operations placement system. This system provides for a regional communications network to serve as a means of disseminating employment information. Upon implementation of the regional operations placement system, all vocational education personnel were asked to report job vacancies to the job availability file. This request did not include vacancies that the local teachers could fill from their class or local school.

The third means of assisting students in locating employment is the state employment service system. Through the efforts of this project, an arrangement was prepared where-by the Bureau for Manpower Services would establish an employment service at the local school level. This arrangement provides for an employment interviewer to visit the school on a regularly scheduled basis, the frequency depending on the demand for placement service. Upon visiting the school, the employment interviewer checks the student availability file to find if any students were available for employment. If there were cards on file, the interviewer contacts the teacher for information on the student and to arrange an interview. The interviewer interviews the applicant to determine if the skills matched any of the job descriptions available on the Bureau for Manpower Services file. In the event the interviewer can not match the student with a currently available job, the employment interviewer attempts to develop a job commensurate with the applicants skills.

The career placement system provides for the teachers and counselors to advise students on pursuing a higher level of education or another career choice. This service is deemed to be essentially a guidance function, therefore this project has avoided developing a step-by-step description of how the service is administered.

The job availability file and the student availability file was established in each cooperating school in each of the field-test regions. Each school was given the choice of appointing the custodian of the files and deciding on the location. Each member of the vocational education staff on the local school level was given full access to the files, along with an orientation to the purpose of the files.

The Follow-up System

The follow-up system was divided into four components (1) the six month follow-up, (2) the one year follow-up, (3) the three year follow-up and (4) the employer survey.

Each teacher was provided a schedule of events giving the time-frame for each component of the follow-up system. The six month follow-up was initiated on February 1 with a primary objective of generating data to be used in preparing reports required of vocational education. Each teacher was given a roster of students identified for the six month follow-up along with a quantity of blank questionnaires. The questionnaires were designed to permit the teacher to complete the blanks and sign it certifying the information to be true. In the event the teacher could not obtain the information required to complete the questionnaire, a mail-out was prepared.

In closing the six month follow-up and summarizing the data, each teacher was assigned the responsibility for the summary.

The two year follow-up was performed in a similar manner with the teacher assigned the responsibility for the entire follow-up program. In many cases the teacher(s) used the business and office students and/or the local school clerical personnel for assistance in preparation for mailing of the questionnaires, and for tabulating and summarizing the returns.

It was found that when teachers used student help from the business and office class, the follow-up was successfully completed with much less teacher-time involved. The students working on the project as part of their assigned course work proved to be quite efficient. There were some cases, however where business and office students were not available and clerical assistance was limited. This created a situation where the teachers were required to do all of the work themselves. This caused the time factor to be a burden on the teacher. It is believed, however that the time element will not be a critical factor in the future, because the teachers will not have to search their files for name of students scheduled for follow-up. Upon full implementation of the system, former student names and addresses will be readily accessible.

The employer survey was conducted in the following manner. The project director requested a list of previous year students known to be employed, along with their employer's name and address. A region-wide composite was prepared, where-by all students in the region were grouped with the appropriate employer, thus eliminating duplication of mail-out. This method provided for each employer to receive a list of former students identified for the follow-up, regardless of the school or vocational program each was from. The employer was provided with a quantity of report questionnaires, along with a brief cover letter and instruction sheet. (See Appendix D for employer summary.)

The Program Improvement System

A plan for program improvement, along with necessary instruments, was developed and field-tested in Region Four during FY '78. This plan provides for a formalized method of using follow-up information for local level program evaluation, and subsequent improvement when warranted.

The plan is quite simple, and consist of conducting an in-service for each local school staff. Each teacher is provided with a copy of the results of both the former student follow-up and the employer survey. The teacher is instructed to study the reports and identify any problem reflected in the follow-up data. Next, the teacher is instructed to list the problem areas on one of the instruments, along with the plan for alleviating the situation. A copy of the program improvement is filed with the local administrator. On a given date in the future, a second form is completed. This form has space provided to list the plan for improving the problem, along with the results or effectiveness of the plan. It is suggested that both forms be retained by the teacher and the local administrator. (See Appendix A, Part IV for the program improvement plan.)

Conclusions:

As a result of the second year field-test, it is concluded that a standardized placement and follow-up system will work in Kentucky. It was found that a teacher-student centered system such as this one requires total commitment from everyone involved, from personnel at the local school level through those at the state office level. The time element will continue to be a factor, thus an attempt must be initiated at the state level to reduce duplication of paperwork at the local school level. By achieving this, the local teachers will have more time to dedicate to their students needs.

Recommendations:

1. Implement the system in all vocational education programs in Kentucky during FY '79.

2. Render consultant services and monitor the placement and follow-up activities in each region during the implementation phase.

3. Review the process and the progress at the end of FY '79 to find if all regulations are being complied with, and to find if the system is functioning as designed.

DISSEMINATION ACTIVITIES

The materials developed as a result of the placement and follow-up project will be disseminated to the user through the project office. The project director will be responsible for distributing the material to each region, and provide assistance or advice on regional dissemination. The project director will maintain a roster of individual and agencies receiving copies of the manual and/or other material.

APPENDIX A

THE KENTUCKY VOCATIONAL EDUCATION PLACEMENT AND FOLLOW-UP SYSTEM

Kentucky State Department of Education
Bureau of Vocational Education

This document was produced in agreement with Title IV
of the Civil Rights Act, Title IX
of the Education Amendments of 1972 and
Title II of the Education Amendments of 1976

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PART VI PLAN FOR PROGRAM IMPROVEMENT

FOREWORD

The manual for the establishment and operation of a school-based placement and follow-up system is designed to be of practical use to all who are developing a similar system to meet needs within a particular situation. The intent is to share perspectives that may assist individuals in pursuit of solutions and provide ideas as to "procedures" for seeking solutions to problems commonly encountered.

The manual presents models for the further development and the coordinated operation of a comprehensive placement and follow-up system with provision for an internal evaluation of the system. The main thrust will be slanted toward employment, but will not be limited to job placement. A truly effective placement system must coordinate all efforts to meet placement needs of all its clients, the students.

This guide will be divided into five sections.

Part I – General Information

– Provides history of the development of this comprehensive system, its rationale and purpose, along with the philosophy, code of ethics, definitions, objectives, expected outcomes of the system, and its relationship to federal legislation.

Part II – Operational Procedure

– Briefly describe the procedures for both Placement and Follow-Up components of the system. Provides copies of all forms needed to implement the total system.

Part III – System Management Plan

– Presents narrative description of all procedures in the Placement and Follow-up system. This together with the flow chart model, the vertical line flow model and the task identification chart for each of the sub-systems should allow other schools to fully implement all procedures of the system.

Part IV – Work Readiness Program – Sample Materials

– Describe the job clinic and other phases of the Work Readiness Program. When this component of the system is completely revised Work Readiness Kits, suitable for self-paced student instruction, will be distributed to all schools participating in the system.

Part V – Regional Implementation Plan

– Gives guidelines for other vocational education regions who will implement the Placement and Follow-up System, including time-lines, calendar of activities, suggestions for Leadership Teams, and inservice objectives and agenda.

ACKNOWLEDGEMENTS

The preparation of this manual "A Model System for Placement and Follow-up" as developed, field-tested and revised within Vocational Education, Region IV, involved the assistance, advice and skills of many interested people in the Commonwealth of Kentucky. These dedicated individuals, with a wide range of interests and backgrounds, have devoted valuable hours, deliberated at length and given direction to a meaningful program that is essential to the delivery of services to individuals who have been or are enrolled in a variety of vocational education programs.

The Project Director and staff are appreciative of the many contributions of time, effort, energy and skills of the various agencies within the Commonwealth of Kentucky, the State-wide Task Force, the Inter-agency Committee and the Regional Review Committee. Without the help of these dedicated members, the placement and follow-up system would not be the successful model for a state-wide placement and follow-up system.

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PART I

GENERAL INFORMATION

INTRODUCTION

The Kentucky Bureau of Vocational Education, 1975, charged the staff of Barren River Vocational Education Region Four with the responsibility for developing and field-testing a model for a comprehensive system for placement and follow-up of vocational students.

Upon completion of the successful field-test and all attendant revisions of the Placement and Follow-up Project in 1976-77, Vocational Education Region Four has provided the model that will serve as a state-wide system of placement and follow-up for all vocational students. Beginning in the 1977-78 school year, the system will be implemented in a number of additional vocational education regions, with the remaining regions scheduled for implementation during the 1978-79 school year.

As a part of the Career Education movement, and in the total education system, it has repeatedly been emphasized that all youth have needs to be met. Instead of isolating individuals by the paths they have elected to follow, via college or job, placement is seen as career placement, the path to any number of steps to be taken by individuals embarking on the preparation stages. Within the education framework, educational and occupational roles interrelate and provide meaningful opportunities in schools and in work settings for individuals in their long-range career development plans, and at the same time provide mechanics to assist youth in the selction process, culminating in career placement, a necessary ingredient that established vital accountability to students, educators and the community-at-large.

The term "career placement" as described in this project refers to a comprehensive system that gives assistance to individuals to make selections of various options, and at the same time provide opportunities for successful entry to selected careers.

What are the implications for vocational education? What are the facts the vocational educator must address?

It is obvious that the work world is changing dramatically - whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies - these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Enrollments in the education institutions have grown. Increasing numbers are participating in vocational education programs. There are real needs for increasing numbers of instructors in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an identified perimeter of aspiration and competency.

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions of programs.

Synopsis of Placement and Follow-up System

The system is composed of two major components: student placement and student follow-up.

Steps in the placement system are:

1. Student becomes available for placement.

2. Student referral and placement card is initiated.

3. Teacher refers student to job, or to a counselor for higher education.

4. Teacher completes job information on back of student referral and placement card and files it in the school record system for a time period commensurate with state and federal regulations.

5. If student is not placed by teacher, the student referral and placement card is initiated and filed in the student availability file.

6. Interviewer from state employment office comes to school, checks file, contacts teacher and student and arranges for student interview. Student receives job through state employment office.

7. Teacher completes job information on back of student referral and placement card and files it in the school's record system for a time period commensurate with state and federal regulations.

Placement system plan to assist teacher in locating employment for student:

1. Any person who knows of an available job should file a job availability card in the school office.

2. On a designated day, the school secretary will compile a list of unfilled jobs and mail to regional vocational office.

3. On a designated day of each week, the regional office will compile a regional list of unfilled jobs by program area and mail to school administrators.

   A. On a designated day of each week, the school administrator or the school secretary separates the list by program areas and distributes to individual teachers.

   B. Teachers refer qualified students for job interviews. When referring student for job interview, the teacher gives the student a student introduction card. The employer returns student introduction card to the school indicating whether or not the student was employed.

   C. The teacher completes the job referral information on back of student availability card to indicate employment or unemployment. If student was employed, the card will be filed in the student's permanent folder. If not employed, the student availability card will be filed in the school office for further job referral.

The follow-up system is divided into three components: the initial follow-up, program improvement follow-up and the employer survey.

To expedite the follow-up process and in an attempt to distribute teacher load over the year, certain dates are set to implement each of these activities. Students will be prepared to participate in the follow-up thru the work readiness (job clinic) program and the prescribed interview.

1. Initial follow-up

   A. Student completes top of initial follow-up questionnaire prior to leaving school.

   B. If teacher has kept up with student and has available the information requested on the form, it will not be necessary for the initial follow-up questionnaire to be mailed to students. The teacher completes the questionnaire, compiles information and forwards to regional office using the report format provided on the class roster.

   C. (Optional) Teacher send notification card two weeks in advance.

   D. If necessary, on February 1, of each year, the teacher send cover letter and initial follow-up form to appropriate students.

   E. A follow-up reminder may be sent within ten days to two weeks if follow-up form has not been received.

   F. Teacher prepares list of respondents and non-respondents on appropriate form and forwards to regional office. (Optional, based on local requirements.)

   G. Questionnaires will be returned to teacher. Teacher compiles summary, records the information on the class roster and forwards to regional office by March 1.

   H. The regional office prepares a regional summary by program and submits to the Occupational Information Unit, Bureau of Vocational Education by April 1.

   I. The Bureau of Vocational Education develops a state summary and submits to federal regulatory agencies by May 1.

2. Program improvement follow-up

   A. (Optional) Teacher send notification card two weeks in advance.

   B. Teacher send cover letter and follow-up questionnaire to former students on September 1.

   C. Teacher compiles a summary of the returned questionnaire and sends to the regional office.

   D. The regional office prepares a summary by program, by school and uses the information to evaluate programs for warranted revisions.

3. Employer survey

   A. On February 15, the teacher prepares a list of employers of former students, using the initial follow-up questionnaire as the source of information.

   B. There are three alternative methods of mailing the survey.

      1. Teacher mails and receives the survey
      2. Teacher mails but local administrator receives survey.
      3. Regional office mails and receives survey.

   C. The teacher prepares a list of respondents and non-respondents and submits to the regional office on March 15, using appropriate form.

   D. A regional data summary by program is prepared and submitted to the Occupational Information Unit, Bureau of Vocational Education on April 1, using appropriate forms.

THE RELATIONSHIP OF THE PURPOSE
OF THE EDUCATION AMENDMENTS OF 1976
TO
PLACEMENT AND FOLLOW-UP

Title I – Vocational Education
Part A – State Vocational Education Programs
Declaration of Purpose

"Section 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them –

(1) to extend, improve, and where necessary maintain exhisting programs of vocational education,

(2) to develop new programs of vocational education,

(3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."[1]

A study of the law indicates areas that will improve vocational education. These areas are counseling for better understanding of educational and vocational options and industrial arts programs which are designed to help individuals make informed and more meaningful occupational choices. Other implied improvements that must be made in order to better meet the needs of individuals, businesses, and industries are instructional content; methods of instruction; relevant equipment and supplies; identification of traits that are common to an occupation which will aid in the prediction of success of potential students; and the transfer of credit from school to school.

Improvements in the planning process and in the operation of vocational education can be made from analysis of placement and follow-up data. To make overall improvements requires placement data to be comprehensive and to have a well-maintained records management system. These data which are periodically analyzed provide information that can be used to make immediate improvements as well as to plan for improvements. Follow-up information identifies the results of individuals who have completed a program or who have completed a partial program. The follow-up information establishes a firm base from which to make program improvements.

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[1] Public Law 94-482, 94th Congress, October 12, 1976.

RATIONALE FOR A PLACEMENT AND FOLLOW-UP SYSTEM

A basic purpose of education is to give students an opportunity to acquire accurate information, develop decision-making skills, and obtain preparation adequate for gainful employment. It is a generally accepted belief that an educational institution preparing students should assume the responsibility for assisting individuals who have gained competencies in their chosen field to find gainful employment and/or to continue their education. It is a fact that individuals develop a wide range of competencies at varying rates of speed. Many, therefore, may need longer periods of assistance in decision-making, entering and making progress on a chosen path. The transition from a formal education situation into entry level employment in a highly competitive, complex world, may indeed require more in-depth support from the educational system over extended periods of time.

No longer are the earlier traditional methods of entering the labor market either adequate, appropriate or uncomplicated. The beginning worker faces higher unemployment rates with more selective employees, thus the job seeking task is much more complex than in the past. The adult populace speaks out and emphasizes that the educational staff must do more than give its clients preparation for a specific career, but must also facilitate their entrance into the next step - from school environment to work environment. An effective school based placement program should cover a wide range of assistance focused on helping individuals to choose wisely and expediently in order to attain goals consistent with interests, aptitudes and abilities.

The National Advisory Council for Vocational Education (1970) recommended in its third report that "schools which provide vocational education without providing a job do not have a complete program."

The publication, STATE VOCATIONAL EDUCATION PLANNING: An Assessment of Issues and Problems, that was an outgrowth of a meeting of State Directors for Vocational Education, identified placement and follow-up as a crucial problem. The American Vocational Association and Southern Association of Colleges and Schools, Commission on Occupational Education Institutions initiated workshops dealing with placement and follow-up for members. Placement and follow-up regulations have been mandated by the Higher Education Act, Elementary and Secondary Education Act and the Education Amendment of 1976. Several states including Michigan, Florida, Virginia and Ohio have mandated placement and follow-up by action of the state legislature for the state departments to implement fully. In a statement to the Federal Trade Commission, T.H. Bell, former United States Commissioner of Education, stated:

> "In the case of an institution offering to prepare students for a particular vocation or trade, the institution must provide information regarding the employment of its graduates in such vocation or trade."

A comprehensive, coordinated system of placement and follow-up is necessary for the improvement of vocational education. An organized, well-planned program will not only provide the essential service for students in a vocational education setting, but also will provide a basis for accountability and important data for use in strengthening, revising and planning total vocational education programs, services and activities.

PHILOSOPHY

We believe the philosophy for placement and follow-up must coincide with that of vocational education in Kentucky.

We believe vocational education must provide an organized placement assistance program for all exiting vocational students and alumni.

We believe vocational education must provide a bilateral means of employment information dissemination between students and employers.

We believe comprehensive follow-up information is one of the essential elements in determining the degree to which the programs are meeting their objectives.

We believe a comprehensive follow-up program should include all former vocational students.

We believe a comprehensive placement and follow-up program must include an organized employer feedback system.

We believe the placement and follow-up program must include a comprehensive record maintenance system.

We believe a comprehensive placement and follow-up program must include a means of dissemination and information utilization.

We believe a comprehensive placement and follow-up program must be a cooperative effort of the Department of Education, Department for Human Resources, and other appropriate agencies.

DEFINITION OF PLACEMENT

Placement is a service which assists vocational education students and former students in relating their personal qualities, education and experience to career requirements assisting them in their search for employment and/or continuing education and cooperates with employers and educators in the successful induction of the individual into his next career position.

DEFINITION OF FOLLOW-UP

The term follow-up is defined as a systematic collection of pertinent data from or about individuals having had vocational education experiences.

CODE OF ETHICS

A school-based placement and follow-up program is conducted equitably and responsibly by the individuals accountable for the operation of the placement and follow-up service. Appropriate printed statements are developed and adhered to that underscore high standards of integrity and conduct among all parties concerned.

The individual responsible for the placement and follow-up services:

1. refers to Title VII of U.S. Civil Rights Acts of 1964 (Equal Opportunity Act),
2. is familiar with Affirmative Actions Plans of Kentucky,
3. is knowledgeable of the Family Education Rights and Privacy Act,
4. keeps current with Kentucky Fair Employment Act.

The individual provides for all youth to take responsibility for their choices that involve long-range investment of their talents.

The individual avoids preferential treatment of applicants and employers.

The individual avoids referral of students by sex and/or minority status (unless legal exception is made) of applicants.

The individual exercises care in the use of testing as the sole basis for referral.

The individual consults school administrators for policy clarification whenever conflicts arise.

The individual is sure that all records and information given complies with applicants' rights to privacy.

OBJECTIVES FOR A PLACEMENT AND FOLLOW-UP SYSTEM

1. Upon enrollement in a vocational education program and the subsequent attainment of a marketable skill, placement services will be made available to assist the students in achieving their next career objectives.

2. On an annual basis, data will be collected from and/or on former students, synthesized and used for program analysis, improvement and accountability.

3. The school staff shall provide a comprehensive work readiness program desgined to enhance the employability of students.

EXPECTED OUTCOMES
OF
A PLACEMENT AND FOLLOW-UP SYSTEM

1. Secure information to improve:
    - A. instructional content;
    - B. teaching methods and teaching aids;
    - C. criteria to place students in training programs;
    - D. equipment and supplies; and
    - E. management of institution.
2. Contact with business and industry, other agencies, and individuals will make people more aware of vocational education and have better understanding of vocational education.
3. An organized student record system.
4. Improved program planning.
5. Cooperation between and/or among other agencies.
6. Cooperation between and/or among individuals.

PART II
OPERATIONAL PROCEDURE

KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM

TIME AND EVENT SCHEDULE

TASKS	DATES
In-service workshop	August, November February, May
Follow-up system	
Initial Follow-up	February 1, of appropriate year
reports due in Regional Office	March 1, of appropriate year
reports due in Frankfort	April 1, of appropriate year
federal reports due	May 1, of appropriate year
Program Improvement Follow-up	September 1, of appropriate year
reports due	January 1, of appropriate year
Employer Survey	February 15, of appropriate year
reports due in Regional Office	March 15, of appropriate year
reports due in Frankfort	April 1, of appropriate year
federal reports due	May 1, of appropriate year
Placement system	
Implement	September 1, of appropriate year
Report available job to school office	Daily (or when available)
Report available jobs to Regional Office	Each Wednesday
Summary mailed from Regional Office	Each Friday
Summary received by local school	Each Monday
State employment service interviewer	
Visits local school	Weekly (or as needed)
Student(s) requests placement	Daily

PLACEMENT SYSTEM

The Placement System is designed to be comprehensive to the point that assistance may be provided for any student or former student of vocational education striving to achieve a new level on the career staircase.

The primary objective of vocational education is gainful employment, therefore emphasis is being placed on this service. We must not, however, fail to recognize that placement assistance service must be provided for those people desiring to advance to a higher level of education.

A placement service provides immediate feedback - identifying the individuals who have reached their career objective at that point in time and those who are still in the process of reaching a particular objective. A placement service is one avenue to put vocational educators in contact with key individuals throughout the community. These contacts can provide the various kinds of information needed to make immediate changes to better meet needs of individuals, businesses, industries, other educational agencies, and other kinds of agencies; such as, labor unions, chamber of commerce, and social service groups. This type information can have an impact on program planning, program operation, guidance and counseling, and public relations.

The Placement System provides for many avenues of identifying potential employment to the student and former students. These avenues are described in detail in the context of this manual.

OBJECTIVES FOR THE PLACEMENT SYSTEM

1. To provide employment assistance to students leaving vocational programs in obtaining entry-level jobs.
2. To provide assistance to students leaving vocational programs in appropriate educational placement.
3. To provide assistance to students in obtaining part-time employment while enrolled in vocational programs.

PLACEMENT SYSTEM OVERVIEW

The Placement System is designed to assist students and/or former students in achieving the next step in their career ladder, whether it be employment or continuing education.

Three major components of job placement are described. It should be recognized that vocational teachers maintain contact with employers within their occupational areas; therefore, many placements result from this employer/teacher relationship. When this occurs, the teachers complete the job information on the back of the student's referral and placement card and file it in the appropriate location. Two additional methods of providing placement services are the Student-Job Availability files and a cooperative arrangement with the State Employment Service. The Student Job Availability files provide the school staff with information needed to match student abilities and desires with job requirements. The cooperative arrangement with the State Employment Service provides for interviewers to visit schools on a regularly scheduled basis. This service will bring to each school job information from all areas of the state via the State Job Bank. Each employment service interviewer will have available daily updated microfiche from the State Job Bank. This information can be disseminated to the school and to the individual student through the routine visits by the employment service representative. The placement system also contains subsystems with alternative approaches to each. (See flow charts)

Educational placement services are provided to students by counselors and teachers. They assist students in making plans to continue toward higher educational objectives. This planning may involve securing information about schools and/or programs, cost estimates, contact persons, etc.

STUDENT AVAILABILITY FILE

The student availability file is designed to provide for the maintenance of a current file of students who have officially declared themselves available for employment. The student referral and placement card is designed to be completed by the student and teacher, and serve as the official notification that such student desired employment. Upon completion, the card will be deposited in the student availability file located in a central location in the school. This file will be open to the school staff in order that each teacher may check periodically to find if his or her student(s) have been placed. An established visitation schedule provides for the state employment service Employment Interviewer to check the file for new job seekers. The new registrant will be called from class to give pertinent information during a personal interview by the state employment service employment representative. The interviewer seeks supplemental helpful information from the teacher prior to referring the student to an employer.

The student referral and placement card provides for space to list the employers referred to and the resulting actions taken. The card of the student placed is then removed from the active file and placed in the appropriate file.

In the event a student requests additional placement assistance service, the availability card will be reactivated, placed on active file, the process will be repeated.

When a student is referred to an employer, either by a school official or the state employment service Employment Interviewer, a student introduction card will be provided for the student to present to the employer. The employer will be asked to provide pertinent information and return the card to the school. The information on the card will be recorded on the student availability card and the introduction card placed in the student's permanent record.

The information generated by the student introduction card and the student availability card will provide the teacher will valuable leads for implementation of the initial follow-up.

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DATE: ____________
School Year

STUDENT REFERRAL
and
PLACEMENT CARD

Circle One (S) (PS) (A)

(Please Print)
NAME: ____________
ADDRESS: ____________
____________ Street or Rural Route ____________ City ____________

____________ State ____________ Zip Code ____________ Phone ____________

AGE: ____________ BIRTHDAY: ____________ SOCIAL SECURITY NO: ____________
Other person who can locate you: ____________
Address: ____________ Phone: ____________
Vocational Program Area: ____________
List competencies mastered or describe maximum skill level achieved. ____________
____
____
____

☐ Continuing Education ____________ School ____________ Area of study

☐ Military Service ____________ Branch

☐ Not interested in employment

Reactivate date ____________
" " ____________

Student's Signature

ON REVERSE SIDE OF CARD

Referred to	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason for rejection if not employed or job description if employed
			Yes	No	Yes	No			

STUDENT REFERRAL AND PLACEMENT CARD
Instructions

Date: List the current school year which the card is initiated, example 1978-79.

(S) (PS) (A): (S) denotes secondary students enrolled in a school organized to appropriate learning experiences and related services for youth generally classified in grades 9 through 12. (PS) denotes youth or adults who are available for an organized program of study in preparation for entering or re-entering the labor market. (A) denotes employed persons who need training or retraining to insure stability or advancement in employment.

Name: Print the students' full name. If last name has changed please indicate.

Address: Print the student's current address in its entirety.

Age: Give the student's current age.

Birthday: Give the student's birthday; list month, day and year.

Social Security Number: Place the student's social security number, if not available place "N.A." in the space provided for the social security number, and ask the student to apply for a number.

Other Person Who Can Locate You: The student should select someone who will be able to contact him or her in the event that a job is available and the student cannot be contacted at the listed address.

Address: Give the address of the other person who can locate the student.

Phone Number: Give the phone number of the other person who can locate the student.

Vocational Program Area: Give program in which the student is currently enrolled.

List Competencies: The teacher will give a brief description of the competencies or degree of proficiency the student has attained at the time of initiating the card.

Continuing Education: If the student is pursuing a higher level of education and not seeking employment, indicate this by placing an (X) in the box, and give the name of the school and the area of study.

Military Service: If the student has entered the military service at the time of termination from the vocational education program indicate so by placing and (X) in the box and list the branch of service in the space provided.

Not Interested In Employment: In the event a student prepares to leave a program and expresses no interest in seeking employment or continuing education, indicate this by placing an (X) in the box.

Reactivate Date: In the event a student accepts employment upon completion of the program, but due to existing circumstances requests additional placement assistance, indicate by placing an (X) in the box and give the date of the request for additional placement service.

Student's Signature: The student should sign the card varifying the information recorded on the card. The student's signature also indicates request for placement services.

Reverse Side of Card

Referred To: Give the name of the employer to which the student is referred.

Date: Give the date of the referral.

Referred By: Give the name of the person or agency making the referral. In the event the student makes the contact his or herself, place the student's name or write self in the space provided.

Interviewed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is interviewed.

Employed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is employed.

Student Refused Job: If the employer made a job offer and the student refused the offer indicate so by placing an (X) in the appropriate space.

Employer Refused Student: If the employer found reasons not to employ the student, indicate so by placing an (X) in the appropriate space.

Reason: Place in this space one of the three following:
(1) The reason the student refused the job.
(2) The reason the employer refused the student.
(3) If employed give the job description - examples, welder, waitress, sales clerk, etc.

STUDENT INTRODUCTION CARD

INTRODUCTION CARD from

SCHOOL ______________________

Teacher ______________________

Phone ______________________

To: ______________________

Address: ______________________

Contact: ______________________

Phone Number: ______________________

Appt. Time: ______________________

Date: ______________________

Introducing: ______________________

For Position of: ______________________

EMPLOYER: Please complete appropriate item below and RETURN THIS CARD to us promptly.

Thank You ______________________

Hired. Date started work ______________________

Not Hired: Reason ______________________

Application taken for future consideration.

Interviewer: ______________________

In the interest of improving our service to you, we invite your comments.

____

______________________ *Employer's Signature*

______________________ *Date*

Source: Broward Community College
Fort Lauderdale, Florida

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INSTRUCTIONS

The student introduction card is designed to serve as an optional instrument. The primary objective of the card is to serve as a means of formally introducing the student to the employer. A secondary objective of the introduction card is to provide a means of communication from the employer to the teacher, relative to the student referral.

In the event the card is utilized as intended, the teacher may learn of factors critical to the instructional content of the program, thus the introduction card has potential for serving as a program evaluation instrument.

As previously stated, the introduction card is optional, thus based on local relative factors, the teachers should decide if the merits of the card warrant the efforts.

JOB AVAILABILITY PROGRAM

The purpose of the job availability file is to establish a systematic means of providing employment availability information for vocational students preparing to enter the employment world.

This will be achieved by developing a cooperative communications network involving the student, teacher, counselor, principal, coordinator, employers, state employment agency and/or other pertinent agencies or individuals.

Previously, employment information has been disseminated to the students, but no formal system had been developed. The lack of a formal system provides for inefficiency in the system. The development of a standard procedure will greatly enhance the students chance for locating employment within their interest and ability range.

JOB AVAILABILITY FILE

This file is designed to provide a current listing of jobs available in the area. These jobs will be filed by occupational family and shall be maintained in a central location in each school so that each staff member may have access to it.

Imput to the file will come from the teacher and other vocational education personnel. Each person is encouraged to report all employment opportunities which he or she cannot fill from his or her class.

This information is compiled from job leads provided by teachers, counselors, coordinators, principals, students, other school personnel and private citizens. This information is merged with the job data from the Bureau for Manpower Service into one comprehensive job availability list. This list is categorized by occupational area and is designed to reveal all pertinent information of each job listing.

This information will be reported on the job availability card. Each teacher and staff member will have access to a supply of cards and be encouraged to complete and file a card each time a new job opportunity is located.

On a designated day of each week, the local school secretary will compile a list of jobs reported and submit the list to the regional office. (See summary form). The placement and follow-up secretary in the regional office will compile a regional list and mail a copy to each school. The school administrator will receive the new list, separate the list by occupational area, and distribute the list to the appropriate teachers. This method will provide for region-wide circulation of employment opportunities. When a job is known to be filled, that information will be reported in the same manner on the reverse of the Job Availability Card and the job will be deleted from the next week's list.

In the event extenuating circumstances at the local level alter the feasability of utilizing the above described mail-out system, a regional telephone communication network may be implemented for dissemination of job availability information.

Job availability cards are made available for all employers to contact the teacher and provide the necessary information to complete and mail the Job Availability Card to the regional office for dissemination through the regional network.

JOB ORDER
(Job Availability File)

Name of Company: ____________________

Address: ____________________ *(Street or Rural Route)* ____________________ *(City)*

____________________ *(State)* ____________________ *(Zip Code)*

Phone No: ____________________ *(Area Code and Number)*

Job Title: ____________________

Job Description: ____________________

____

____

Approximate No. Hours Per Week: __________ No. of Days per Week: __________

Date Job Will Be Available: ____________________

Person to Contact: ____________________

____

Name	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason
			Yes	No	Yes	No			

JOB PLACEMENT SYSTEM

Job Availability Report

School: ________________________________ Date: ______________

Employer's Name	Contact Person	Job Description	Date Available

STATE EMPLOYMENT SERVICE PLACEMENT SYSTEM

The State Employment Service will assigne an employment interviewer to each school in the region. The school will be visited on a routine scheduled basis. The frequency of visits will depend on the demand for placement service at the local school.

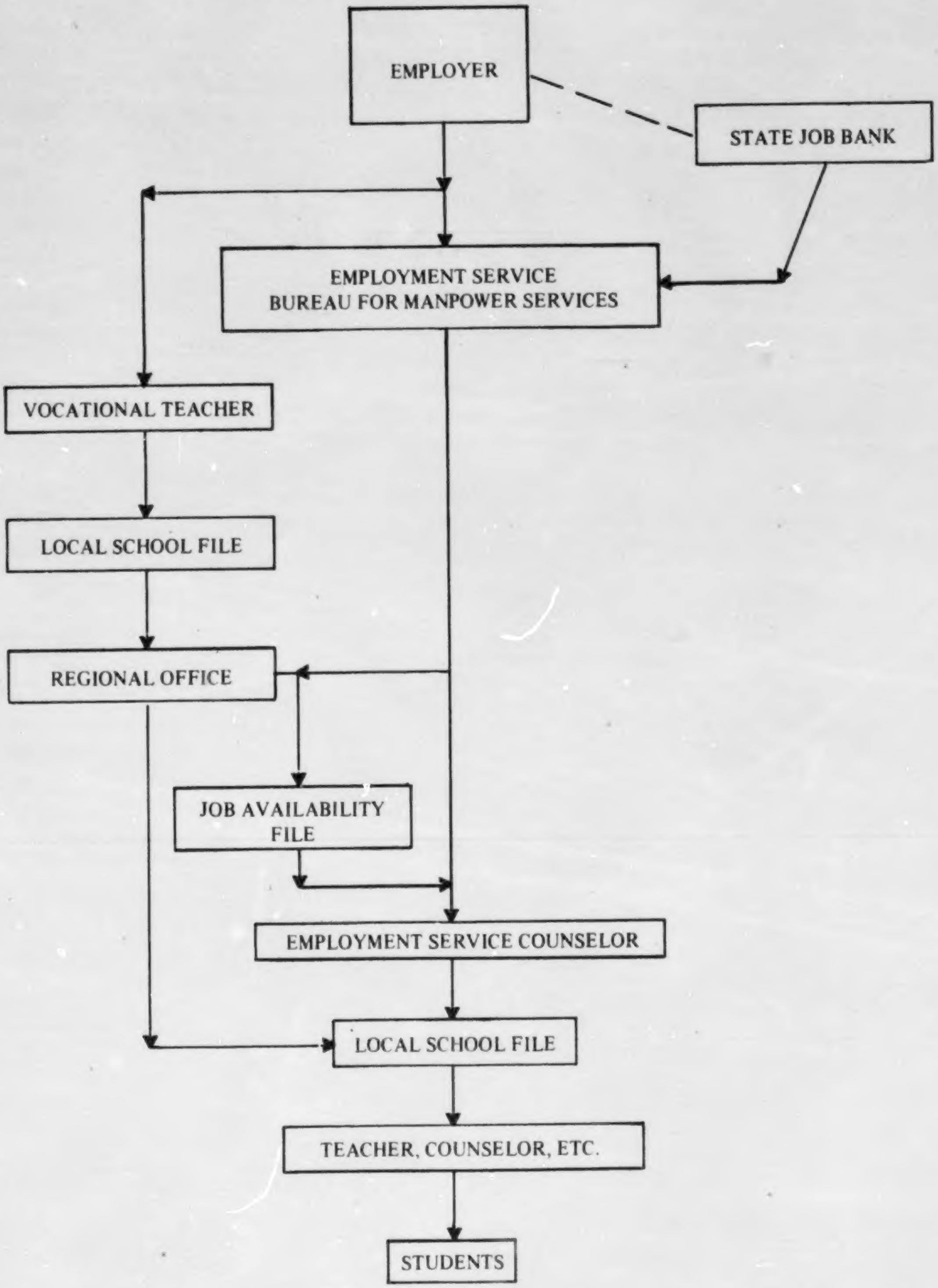
The employment interviewer will maintain close contact with each vocational education teacher. Each teacher will be provided with the name, address and phone number of the interviewer in the event the teacher needs to contact the interviewer between visits.

When the interviewer visits the school, two principal functions will be prformed.

1. The interviewer will receive applicants for placement assistance service.
2. The interviewer will determine the need for employment and attempt job development for those desiring employment in occupations where no job listings are available.

The employment service interviewer will continue to maintain close contact with the school administrator and all vocational teachers in the school. In essence, the school administrator, the counselor (where available), the teacher and the employment interviewer will make up the placement team which will serve the vocational education programs in the school.

JOB AVAILABILITY
INFORMATION FLOW SYSTEM


EMPLOYER
STATE JOB BANK
EMPLOYMENT SERVICE BUREAU FOR MANPOWER SERVICES
VOCATIONAL TEACHER
LOCAL SCHOOL FILE
REGIONAL OFFICE
JOB AVAILABILITY FILE
EMPLOYMENT SERVICE COUNSELOR
LOCAL SCHOOL FILE
TEACHER, COUNSELOR, ETC.
STUDENTS

STUDENT FOLLOW-UP SYSTEM

Heretofore, vocational eductors have conducted former student follow-up surveys through various endeavors operated at levels ranging from the local school the central office. There have been few standards or guidelines, thus some of the results were fragmentation, overlapping, collection of irrelevant data, lack of proper utilization of the data collected, etc. An attempt is being made to coordinate all efforts into one unit on a statewide basis with one set of objectives to include guidelines, goals and standards. It is believed that by combining the efforts of all concerned personnel, a program will evolve via which the agency can regulate vocational programs throughout the state in order to provide the very best training by utilizing the most modern techniques. This cannot be achieved from the bureau level nor can it be achieved from the regional office or teacher level. It must have the cooperation of all if an effective system of data collection and dissemination is to be implemented and maintained.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational education system. If a teacher, school or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Student follow-up data must also be utilized in the process of teacher self-evaluation and instructional methods and means evaluation. Each teacher must continually evaluate the method of presentation, course content, visual aids, etc. Student follow-up data is again the most feasible means of achieving this end.

The purposes of student follow-up are:

1. Justification for continuation of existing programs or implementation of new ones.

2. Evaluation of existing instructional methods and providing an input source for improvement in order to prevent the program from regressing into obsolescence.

Follow-up data can be used by the following groups in these ways:

1. School Administrators – The school administrator must be involved in program planning at the local level, thus data derived from student follow-up will be a vital factor in the decision-making process. Data accumulated from prior years may be utilized in detecting trends which influence school policy and physical management.

2. Planning Personnel – Administrators at the state department, regional and local school levels must concern themselves with the results of former student follow-up when preparing new programs and/or new budgets for existing programs. Curriculum planning and course content must be measured and adjusted to meet the local employment demands. Former student follow-up data is an extremely vital instrument in this process.

3. Guidance Counselors – Follow-up data is of the utmost importance to the role of the vocational guidance counselor. Information must be readily available when counseling with a potential student in the selection of an area of study Previous job placement records within a training area will always be a critical factor when a potential student is deciding on a vocation or trade.

4. Teacher Educator – The quality of vocational education is highly dependent of the teacher educator's ability to produce competent teachers. Reference data must be readily available when one assumes the responisbility of developing a curriculum for the preparation of vocational teachers. There cannot be a more vital source of cirriculum development reference data than that derived from studies of the results of former programs. The relevance can be exemplified by the fact that when it is revealed that a particular program has a low success rating, while the manpower demand factor indicates a need for skilled workers in the occupation, adjustments are mandatory from the teacher education program to the instructional program, course content and methodology.

5. Teacher – The teacher in any vocational area must utilize the data derived from follow-up of former students when planning adjustment of the cirriculum and/or course content. The teacher is liable for producing a product currently in demand by the business and industrial community. Former student follow-up is the most feasible means of establishing guidelines sufficient for maintenance of an instructional program designed to meet the labor force needs of the local community.

6. Reporting Personnel – Specific personnel are delegated the responsibility of reporting on the function and effectiveness of the agency. An example is the annual United States Office of Education report whereby former student follow-up data must be utilized.

OBJECTIVES FOR THE FOLLOW-UP SYSTEM

1. To provide valid data sufficient for reporting purposes.

2. To provide an instrument for evaluation of the instructional process and the physical plant relative to maintaining a quality of training acceptable by the local employment community.

3. To provide for a means of collection and dissemination of data designed to enable the teacher to perform a self-evaluation of the teaching process.

4. To develop a means of evaluating the benefits derived as a result of the training received.

5. To provide valid data on which to base decisions pertinent to addition, deletion or modification of vocational programs.

6. To provide a concise system whereby only necessary data will be requested.

INITIAL FOLLOW-UP

The initial follow-up is designed to provide information required for Federal reporting and updating of records. This information is basically in "numbers" format with no requirements for information pertinent to program improvement.

According to existing Federal regulations, the annual report for vocational education must provide student data according to the following breakdown:

1. Racial/Ethnic Designation
2. Sex
3. Instructional Program
4. Handicap Status
5. Level of Program
6. Completion Status

7. Education Status
8. Employment Status
9. Employer and Supervisor (for EFU mailing)
10. Job Title
11. Job Duties
12. Job Relatedness to Training
13. Current Hourly Salary
14. Employer Rating of Training (3 questions/5 items)

This information will be reported on the exiting program roster, therefore no additional reporting forms will be required.

The system provides for the teacher to obtain the required information from the following alternatives:

1. Initial follow-up mail out questionnaire
2. Personal contact
3. Other individual
4. Other sources
5. Telephone

The Initial Follow-Up questionnaire has been designed to provide for the students completing the top section prior to leaving school. This section contains personal information which may have changed from the time the student enrolled in the program.

The bottom section provides for giving information pertinent to the former student's current employment status. In the event the teacher is able to provide the information requested without mailing the questionnaire, he or she (the teacher) may complete the questionnaire, sign in the appropriate place and check a block revealing how the information was obtained. The questionnaire is then placed in a permanent file, either the student's or the follow-up file depending on the local school filing procedure.

The teacher must make the decision whether to continue an attempt to contact the former student or mark the student's records as unable to locate. The teacher must utilize all alternatives of contact before the teacher must declare status unknown.

PROGRAM IMPROVEMENT FOLLOW-UP

The purpose of the program improvement follow-up is to provide information for program improvement directly to the vocational teachers.

While the initial follow-up is designed to provide information on numbers of vocational students completing programs and placed in jobs, the program improvement questionnaire is designed to provide qualitative evaluations of programs.

Teachers or assigned clerical staff are asked to mail the one-page questionnaire to students who left the program during the school year three years previously.

For example in September of 1978, vocational teachers should plan the program improvement follow-up on completers and leavers during the 1974-75 school year. Students who were enrolled in vocational programs during that year and returned the following year would not be included in the program improvement follow-up until September of 1979.

Since most teachers are not in close touch with persons who have been out of school for three years, it is expected that almost all of the program improvement follow-up questionnaires will be mailed to students for them to complete. Former student's addresses can be obtained from school records, the initial follow-up or updated records or address changes.

The one-page questionnaire is designed to include a section for teachers to add their own questions specifically about their instructional program. The questionnaire also contains a section for former student's unsolicited comments about the program.

Teachers will analyze the responses to the program improvement follow-up and make arrangements to update and revise the curriculum accordingly.

The questionnaire, a cover letter, notification and remainder postcards and a summary form for teachers to use are included in this manual.

EMPLOYER SURVEY

The employer survey is designed to produce job related information from the employers of former vocational students.

This survey serves two basic functions. (1) Produce information necessary for administrators and teachers to assess program effectiveness, thus serving as a basis for program revision and updating, and (2) produce information necessary for reporting purposes.

In order for both of the aforementioned criteria to be achieved in compliance with regulatory agency guidelines, the employer survey must include the employers of former students enrolled in the program during the previous two years. Example, the 1979 employer survey will include the students enrolled in programs during school years 1976-77 and 1977-78.

On February 15, of the appropriate year the teacher will prepare a list of former students known to be working, along with the name and address of their employers. This list must be separated by school year and prepared from existing school records. The student referral and placement card will be the most readily available source of information when preparing for the employer survey.

1. The teacher mails and receives the questionnaire.
2. The teacher mails, but the local school administrator receives the questionnaire.
3. The regional office mails and receives the questionnaire.

The information obtained from the employer survey will be summarized and made available to those vocational education personnel involved in program evaluation.

The survey form for employers, a sample cover letter and a summary form for teachers to use are included in this manual.

NON-COMPLETER QUESTIONNAIRE

The questionnaire for non-completers is oriented toward the student who enrolls in a program and withdraws prior to acquiring a marketable skill. The purpose of this questionnaire is to find why individuals enroll, attend a few days or weeks and withdraw. This follow-up procedure may be initiated at any given time during the year. The teacher may ask the student to complete the questionnaire prior to leaving school or as soon as the teacher learns of the student's plan to leave. In the event where a student is absent and no one knows why, the teacher may attempt a contact by phone or other means. If this proves to be futile, the teacher may mail the questionnaire. The questionnaire is included in the manual.

INITIAL FOLLOW-UP
Former Student Follow-up Questionnaire

(Complete this section prior to exit date)

NAME ______________________________ PHONE ______________

ADDRESS ____
(Street or R.R.) *(City)* *(State)* *(Zip)*

ADDRESS CHANGE ______________________________________
(Street or R.R.) *(City)* *(State)* *(Zip)*

SOMEONE WHO WILL ALWAYS KNOW YOUR ADDRESS ____________________

ADDRESS ____
(Street or R.R.) *(City)* *(State)* *(Zip)* *(Phone)*

VOCATIONAL PROGRAM ____________________ SCHOOL ____________________

(Complete this section between February 1 - February 15 of the appropriate year)

I. What is your current status?

☐ Enrolled in school or college full-time
☐ Enrolled in school or college part-time
☐ Employed full-time
☐ In military service
☐ Unemployed and available for work
☐ Unemployed and not looking for work

II. If unemployed and not looking for work, why?

☐ Continuing education, date enrolled
☐ Medical reasons
☐ Employment not available in my locality
☐ Personal Reasons
☐ Took the course for personal reasons
☐ Other, explain ____________________

III. If working or in military, complete the following:

Name of Employer ______________________________________

Address of Employer ____________________________________

Supervisor's Name ______________________________________

IV. What is your present job? Specify job title and a brief description, example: (secretary in a law office or machinist of automobile parts).

____

V. I am employed in a job:

☐ For which I received vocational training
☐ Somewhat related to my vocational training
☐ Not related to my vocational training

VI. I have been employed in a job:

☐ For which I received vocational training
☐ Somewhat related to my vocational training
☐ Not related to my vocational training

VII. I work ________ hours per week. My salary is $ ________ per hour.

Please remember that placement assistance services are still available to you.

DATE ________________ STUDENT'S SIGNATURE ______________________

PLEASE USE REVERSE SIDE FOR WRITTEN COMMENTS

FOR TEACHER USE ONLY:

How above information was obtained:

______

______ Personal

______

______ Telephone

______

______ Mail

______

______ From another person
Name ____________________
Address ____________________
Phone ____________________

______

______ Other, Please specify

DATE ________________ TEACHER'S SIGNATURE ______________________

EXAMPLE

INITIAL FOLLOW-UP NOTIFICATION CARD

Dear ______________________________

The Kentucky Bureau of Vocational Education is preparing to do a follow-up survey of people who were enrolled in vocational education programs in the Barren River Region during the past second year.

The purpose of this follow-up is to gain information from as many former students as possible, to determine if the vocational education program has been or is of value to current work or school situations.

In approximately two weeks you will receive the questionnaire along with a cover letter and a return envelope. Please complete the questionnaire and return it to me.

Sign: ______________ Teacher ______________

(Postcard)

EXAMPLE

INITIAL FOLLOW-UP COVER LETTER

January 30, 19___ (appropriate year)

Dear Former Student,

One of the major concerns of people in the area of vocational education is how well the vocational programs actually prepare people for employment.

If you will remember, during the last few days in school, you were informed of the follow-up program, and given instruction on completion of the follow-up form. You will notice, you completed the top portion of the form prior to leaving school. The bottom part applies specifically to your employment situation, so please take a few minutes of your time to complete and return it to us. Please do this at your earliest convenience, since it is necessary that we have this information from you within 15 days after you receive this letter.

The information you provide will be used by your former vocational teachers and school administrators for planning purposes, and will be held in strict confidence. No one other than the follow-up personnel will see your answers. All reports will be in the form of totals and not on an individual basis. The results of this survey will be held on file in the school office, and will be available for your inspection if you desire to see it.

You will find enclosed a self-addressed and stamped envelope for your convenience. If you have any questions concerning this follow-up form, please call me.

Sincerely,

Vocational Teacher

EXAMPLE

INITIAL FOLLOW-UP REMINDER CARD

Dear ______________________________

A few days ago we mailed you a questionnaire asking for information as to how your vocational education program relates to your present work or school situation.

We have not received the completed questionnaire, so please check your records to find it perhaps you received it and did not realize the importance of the information. If so, please complete and return it as soon as possible.

Your cooperation will be most appreciated.

Sign: ________________ Teacher ________

(Postcard)

INITIAL FOLLOW-UP

Respondents and Non-Respondents

Name	Respondent	Non-Respondent	Address	Area Code	Phone

PROGRAM IMPROVEMENT FOLLOW-UP OF FORMER VOCATIONAL STUDENTS

Name: ____
Last First Middle Maiden Name

Date: ______________________ ______________________
Month Day Year Social Security No.

Please give your current address: ____
Street or Rural Route City

____
State Zip Code

School: ______________________ Vocational Program: ______________________

Part I: Employment Status

1. Are you working?
   - ___ full-time
   - ___ part-time
   - ___ unemployed
   - ___ continuing education
   - ___ military service
   - ___ self-employed

2. If employed, give name and address of your employer. (If not employed go to No. 10).
   ____
   ____
   ____

3. What type of work do you do?
   ____
   ____
   ____

4. What are your most important duties?
   ____
   ____
   ____

5. How did you get your job?
   - ___ teacher
   - ___ counselor
   - ___ state employment service
   - ___ newspaper advertisement
   - ___ friend or relative
   - ___ found own job
   - ___ other

6. What is your salary?
   $__________ per hour

7. How many hours do you work per week?
   ____

8. How well did your vocational training prepare you for your present job?
   ___ excellent ___ fair
   ___ good ___ poor
   Suggestions for improvement
   ____
   ____
   ____

9. How well did your vocational training prepare you to secure and to hold your job?
   ___ excellent ___ fair
   ___ good ___ poor
   Suggestions for improvement
   ____
   ____
   ____

10. If you are unemployed, have you worked since leaving school?
    ___ yes ___ no

11. If yes, what type of work did you do?
    ____
    ____

12. If you are not working, would you like for us to help you locate a job?
    ___ yes ___ no

13. Give the name and address of your former employer.
    ____
    ____
    ____

14. If you are enrolled in school, give the name of your school and your area of study.

____

____

____

15. If you are not working in the area of your vocational training, would you explain why?

____

____

____

16. How do you rate your vocational program?

____ excellent ____ fair

____ good ____ poor

Suggestions for improvement

____

____

____

Part II: The following space has been provided for vocational teachers to add additional questions, if desired.

1. ____

____

2. ____

____

3. ____

____

Part III: The following space has been provided for your frank comments about your school and your program. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

____

____

____

____

____

____

____

____

____

____

THANK YOU

EXAMPLE

PROGRAM IMPROVEMENT FOLLOW-UP NOTIFICATION CARD

Dear ______________________________

We are preparing for a follow-up survey of people who were enrolled in vocational education programs during the 19____school year.

You will receive a questionnaire with an explanation cover letter in approximately two weeks.

Your prompt action will be most sincerely appreciated.

Sign: __________Teacher__________

Two Year Notification Card

PROGRAM IMPROVEMENT FOLLOW-UP COVER LETTER

June 23, 1976

Dear Former Student,

We need your help to evaluate the effectiveness of vocational education programs in this area. The information we are requesting will be used in improving present programs and in planning new ones. As a former student of vocational education, your activities and opinions are among the most valuable input we will receive.

Please complete this follow-up questionnaire and return it to us today. The information you submit will be kept confidential and used only for general reports. This is your opportunity to "tell it like it is" and help make sure that vocational education offers the best possible programs and services for future students. A postage-paid envelope is provided for your convenience.

Please mail this important information promptly. Your cooperation will be most appreciated.

Sincerely yours,

Vocational teacher

EXAMPLE

PROGRAM IMPROVEMENT FOLLOW-UP REMINDER CARD

Dear ______________________________

A few days ago we mailed you a questionnaire asking for information regarding your former vocational education program.

We have not received the completed questionnaire. Please check your records to find if you received it. If so, your cooperation in providing the requested information will be most sincerely appreciated.

Sign: ______________ Teacher ______________

Two Year Reminder Card

PROGRAM IMPROVEMENT

FOLLOW-UP

Respondents and Non-Respondents

NAME	RESPONDENT	NON-RESPONDENT	ADDRESS	AREA CODE	PHONE

Date: ______________________________
School Year

(___ ___) R. E. Code   (___ ___ ___ ___ ___ ___) O. E. Code

School: ______________________________

EMPLOYER SURVEY
OF
EMPLOYEE PERFORMANCE

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY MARKING THE APPROPRIATE SPACE

I. Vocational training in relation to job performance.

A. Technical Knowledge

	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job	___	___
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	___	___
3. The degree to which the employee possesses basic reading, verbal and computational skill	___	___

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of technical knowledge	___	___	___	___	___

B. Work Attitude

	Acceptable	Needs Improvement
1. Willingness to accept responsibility	___	___
2. Punctuality	___	___
3. Ability to work without supervision	___	___
4. Willingness to learn and improve	___	___
5. Cooperation with co-workers	___	___
6. Compliance with management policies, rules, and practices	___	___
7. Work Attendance	___	___

	Very Good	Good	Neutral	Poor	Very Poor
Overall rating of work attitude	___	___	___	___	___
C. Overall rating of work quality	___	___	___	___	___
D. Overall rating of work quantity	___	___	___	___	___
E. Overall rating of vocational training as it relates to job performance	___	___	___	___	___

II. Vocational preparation versus non vocational preparation.

A. As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ______
2. Individual is better prepared ______
3. Both are about the same ______
4. Individual is less prepared . . ______

PLEASE MAKE ANY COMMENTS ON THE BACK OF THIS FORM

____
Employer's Name

____
Employer's Signature

EXAMPLE

EMPLOYER SURVEY COVER LETTER

July 8, 1978
(Sample)

Dear ________(employer's name)________

We are attempting to gain input from the employers of former vocational students in order that a relevant status be maintained in our instructional programs. Your answers to the enclosed questions will be most helpful when evaluating current programs and planning new ones.

You will find enclosed a brief instructional statement for your convenience.

Your cooperation with the endeavor will be most sincerely appreciated.

Sincerely yours,

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him or her with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions, even if the employee no longer works for your firm.

This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. This form contains no student-identifiable information. The code number in the upper right-hand corner contains information of the program in which the individual was enrolled, the level of the program, and other demographic information which will allow vocational educators to evaluate the effectiveness of their program. No part of the code contains student identifiers. Please remove the cover letter before returning this form.

EMPLOYER SURVEY

RESPONDENTS AND NON-RESPONDENTS

SCHOOL______________________________

O. E. CODE____________________________

SCHOOL YEAR___________________________

STUDENT'S NAME	R. E. CODE	EMPLOYER	EMPLOYER'S ADDRESS	EMPLOYER'S PHONE	PERSON CONTACTED	RESPONDED	
						YES	NO

NON-COMPLETER FOLLOW-UP

Dear ______________________________

We are attempting to find why individuals enroll in a vocational program and terminate prior to acquiring a marketable skill. Our records indicate that you were enrolled in ______________ during the year of ________, but you withdrew prior to completion. It will assist us in planning future vocational programs if you will take a few minutes to answer the following questions and return the questionnaire to me.

Sincerely yours,

Teacher ________ (Teacher's signature) ______________

I. Why did you leave the program prior to completion? (Check one or more).

- ☐ I attended under the Veterans Administration training program and quit after the V.A. payments ran out.
- ☐ It was not what I was interested in.
- ☐ I completed the part of the program I was interested in.
- ☐ I had problems getting along with the teacher.
- ☐ I had to quit because of financial problems.
- ☐ I quit because of medical reasons.
- ☐ I quit because of personal reasons.
- ☐ I had trouble making passing grades.
- ☐ Other – Explain ______________________________

II. What did you think of the school while you were there?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

III. Comments ______________________________

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PART III

SYSTEM MANAGEMENT PLAN
Flow Charts

INTRODUCTION

The Kentucky Placement and Follow-Up System contains a number of components. There are four separate systems included in the overall program:

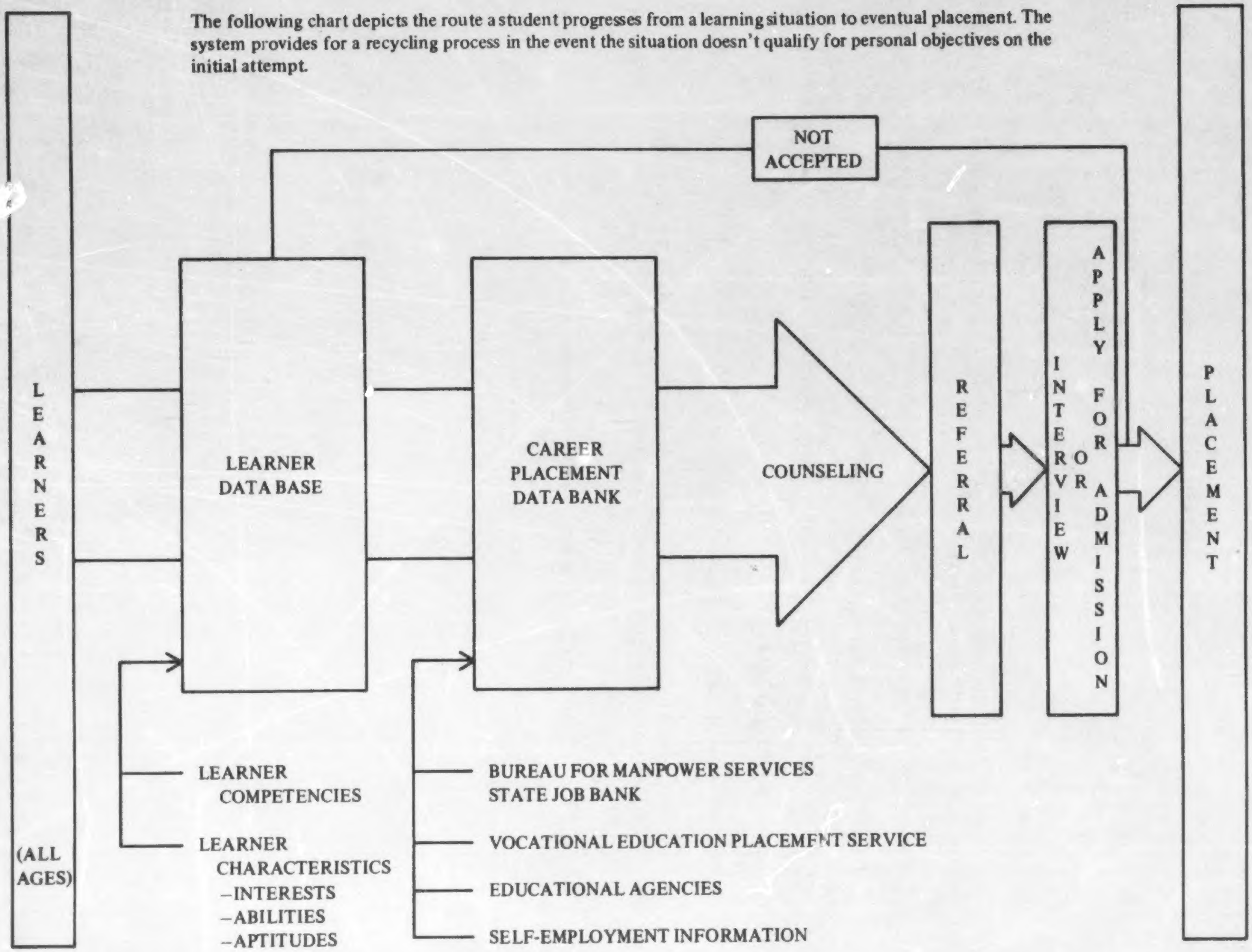
1. Placement System Position Input (gold)
2. Placement and Follow-Up Systems Input (yellow)
3. Placement System Input, including the Career Placement and Placement Operations Sub-systems (ivory)
4. Follow-Up System (salmon)

These are shown on the card on the following page.

Each system has been further divided into sub-systems, as shown on the cart. This section of the manual provides for each sub-system: a narrative description, a vertical line flow model, a flow chart and a task identification chart.

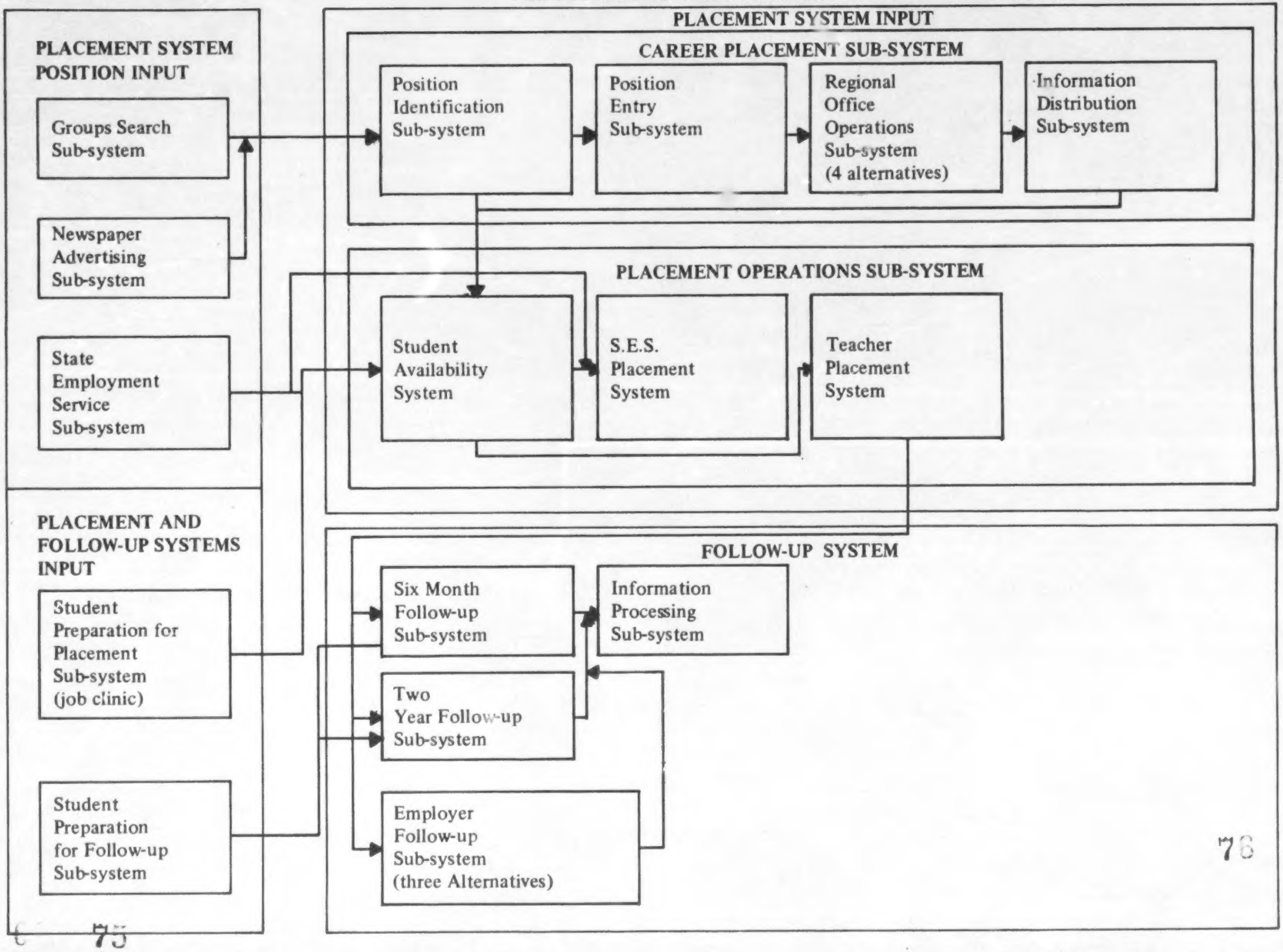
These charts are the basis of the management system for implementing the Placement and Follow-Up System.

The following chart depicts the route a student progresses from a learning situation to eventual placement. The system provides for a recycling process in the event the situation doesn't qualify for personal objectives on the initial attempt.



LEARNERS
(ALL AGES)
NOT ACCEPTED
LEARNER DATA BASE
CAREER PLACEMENT DATA BANK
COUNSELING
REFERRAL
INTERVIEW
OR
APPLY FOR ADMISSION
PLACEMENT
LEARNER COMPETENCIES
LEARNER CHARACTERISTICS
–INTERESTS
–ABILITIES
–APTITUDES
BUREAU FOR MANPOWER SERVICES STATE JOB BANK
VOCATIONAL EDUCATION PLACEMENT SERVICE
EDUCATIONAL AGENCIES
SELF-EMPLOYMENT INFORMATION

SUB-SYSTEMS OF THE PLACEMENT AND FOLLOW-UP SYSTEM


PLACEMENT SYSTEM POSITION INPUT
Groups Search Sub-system
Newspaper Advertising Sub-system
State Employment Service Sub-system
PLACEMENT AND FOLLOW-UP SYSTEMS INPUT
Student Preparation for Placement Sub-system (job clinic)
Student Preparation for Follow-up Sub-system
PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
Position Identification Sub-system
Position Entry Sub-system
Regional Office Operations Sub-system (4 alternatives)
Information Distribution Sub-system
PLACEMENT OPERATIONS SUB-SYSTEM
Student Availability System
S.E.S. Placement System
Teacher Placement System
FOLLOW-UP SYSTEM
Six Month Follow-up Sub-system
Information Processing Sub-system
Two Year Follow-up Sub-system
Employer Follow-up Sub-system (three Alternatives)

PLACEMENT SYSTEM POSITION INPUT

Groups Search Sub-system

The Groups Search Sub-system is one method by which an employer might obtain a qualified person to fill a job vacancy. Examples of these groups are trade unions, professional associates, in-house search, personal acquaintances, etc. This method is feasible when searching for a qualified employee without utilizing the mass-media. The relationship of this method to the vocational education placement system may be exemplified in that endeavors from this search method will reach the vocational education personnel and thus result in placement of vocational students.

Newspaper Advertising Sub-system

The Newspaper Advertising Sub-system is a method utilized by many employers in their search for employees. The placement system contains provisions for utilizing newspaper ads as a vehicle for input in the job placement system. Information from newspaper ads may be selected and referred to the appropriate person for utilization in the system.

State Employment Service Sub-system

The State Employment Service Sub-system will play a vital role in the vocational education student placement system. This system is designed to be comprehensive to the point that it contains every feasible means of placing students in employment. The State Employment Service, as the name implies, has as its top priority the provision of job placement assistance for the public, therefore, it is only reasonable to assume cooperation be implemented between the two agencies. The step by step description of the procedure is revealed in the flow chart and the line flow.

PLACEMENT AND FOLLOW-UP SYSTEMS INPUT

Student Preparation for Placement Sub-system

The Student Preparation for Placement Sub-system must contain provision for implementation and maximum utilization of every feasible means of enhancing the employment potential of the student. A suggested topical outline for an occupational orientation program "job clinic" will be provided for the vocational teacher and/or vocational administrator. This program contains important topics that should be covered prior to the student's seeking employment.

Student Preparation for Follow-up Sub-system

The Student Preparation for Follow-up Sub-system will be a segment of the job clinic program and will be devoted to orienting the exiting student to the follow-up system. Each student will be informed of the fact that a follow-up will occur approximately nine months and three years after leaving school. The importance of responding to the follow-up will be emphasized to each student. This should produce a higher rate of information return, thus, the input for program improvement will be greater.

PLACEMENT SYSTEM INPUT

CAREER PLACEMENT SUB-SYSTEMS

Position Identification Sub-system

The Position Identification Sub-system is designed to provide an operational step by step visual description of how job vacancy information flows from the employer to the teacher and eventually to the student. Four alternative methods are built into the system. Each alternative provides for job information to reach the student regardless of the origin or the contact person. There is also built into this component of the system a method of providing potential employers of vocational students with information pertinent to how the employer can obtain qualified candidates for future job vacanies.

Position Entry Sub-system

The Position Entry Sub-system provides a visual description of the method by which each employer can obtain a list consisting of the teacher's name and school's name, address and telephone number where instructional programs pertinent to the employer's interest are located. This system will enable each employer to call a school administrator or teacher when the need for a qualified employee arises.

Regional Office Operations Sub-system (four alternatives)

The Regional Office Operations Sub-system deals specifically with the regional office methods of collection and dissemination of employment information. There are four alternatives within this sub-system:

1. A manually operated system by which the staff collect information on job vacancies and at the end of each week a list is prepared and distributed to the local schools.
2. Provide for key punching of the job information with a recall to be made available weekly. This system requires hand sorting of the punched cards.
3. Identical to number two with the exception of machine sorting of the cards by program area.
4. The information is to be fed into a computer terminal with a print out available as the need arises.

Information Distribution Sub-system

The Information Distribution Sub-system describes the method by which the job information is disseminated from the regional office to the student

PLACEMENT OPERATIONS SUB-SYSTEMS

Student Availability Sub-system

The Student Availability Sub-system provides a visual description of how the student having completed a vocational program may enter the labor market. The system contains a method of referring the completing student to the State Employment Service along with a description of how the two agencies shall cooperate for the purpose of providing a service to the student. The system also provides for a means of providing feed-back of information to the teacher from the State Employment Service.

The State Employment Service Placement System

The State Employment Service Placement System has its own operating procedures. The system flow chart provides a step by step description of the agency method of dissemination of employment information.

Teacher Operations Sub-system

The Teacher Operations Sub-systems describes how the teacher may utilize personal contact with employers pertinent to the placement of students. All teachers maintain close contact with employers within their individual occupational area. Many employers often provide job needs information to teachers that cannot be fulfilled by their teacher. The teacher operated system provides for a means of disseminating this information to other teachers who might have a student meeting the employer's criteria for employment.

FOLLOW-UP SYSTEM

INITIAL FOLLOW-UP SUB-SYSTEM

The Initial Follow-Up Sub-system is designed to provide vocational education personnel with post-employment information. Each vocational teacher is required to submit a report relative to the employment status of those students having exited the program at the end of, or during, the previous school year. Specific information is required from this component of the follow-up system. The information requested may vary with federal requirement, however, the procedure will remain uniform.

PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM

The Program Improvement Follow-up Sub-system is designed to produce information necessary for program evaluation and subsequent improvement of vocational education programs. The Program Improvement Follow-up Sub-system is described extensively in the flow chart model and line flow model. The system is designed to be operated at the local teacher level with the information compiled and channeled to the state level via a planned organizational flow. An information feed-back system is designed to provide the local teacher with information needed to evaluate and improve the local instructional program.

Employer Follow-up Sub-system (three alternatives)

The Employer Follow-up Sub-system is an important vechiel when evaluating a vocational instructional program. The employer is the only person capable of determining if the former vocational student is capable of performing on the job to the degree of competency specified in the program objectives. The employer follow-up is in reality a survey conducted by the teacher. The method of conducting this survey is described in the flow chart model. This system provides for the teacher to contact employers of former students for the purpose of obtaining predetermined information pertinent to the relevancy of the local instructional program. The three alternatives deal specifically with the methods of conducting the survey. This is described in detail in the flow chart model and line flow model. The three alternatives are:

1. The questionnaire is mailed by and returned to the teacher.

2. The questionnaire is mailed by the teacher and returned to the local school administrator.

3. The questionnaire is mailed from and returned to the regional office.

Information Processing Sub-system (four alternatives)

The Information Processing Sub-system provides for four alternative methods of processing the information produced from the different follow-up systems. These alternatives are as briefly described:

1. A summary form is provided for each teacher to complete. The information is forwarded to the state office level where all processing occurs.

2. The teacher sends the questionnaire to the regional office where each is checked for errors and key

punched. The cards are verified and sent to the state for processing.

3. The existing class roster will be utilized for compilation at the regional level.

4. The teacher is provided with a summary form to complete and return to the regional office where compilation occurs and results are sent to the state level for processing.

PLACEMENT SYSTEM INPUT
GROUPS SEARCH SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start. This is the initiation point of the system for the employers search for skilled personnel.

2. The employer has need for skilled person. This infers that the employer has identified the need for skilled personnel to perform specific duties for monetary remuneration.

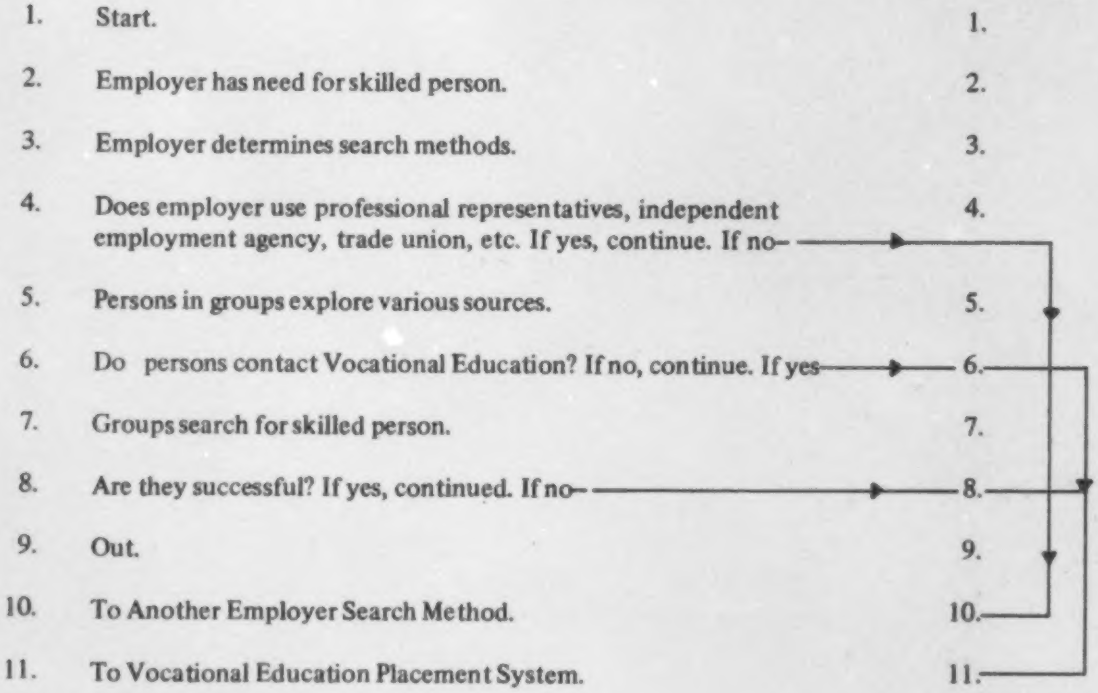
3. The employer determines the search method.

4. Does the employer use professional representatives, independent employment agency, trade union, etc. If the employer does not use any of these search methods, go to "Another Employment Search Method." If yes, persons in groups explore various sources. The term "persons" implies any individual in any of the groups which might search for a skilled person to fill a vacancy within a specified skill area.

5. Do persons contact Vocational Education? If yes, go to Vocational Education Placement System. If no, continue. The persons within each group searches within their individual perimeter of knowledge for a skilled person to fill a specific job.

6. Are they successful? If yes, out. This is the end of this system. If no, go another search method.

VERTICAL LINE FLOW MODEL



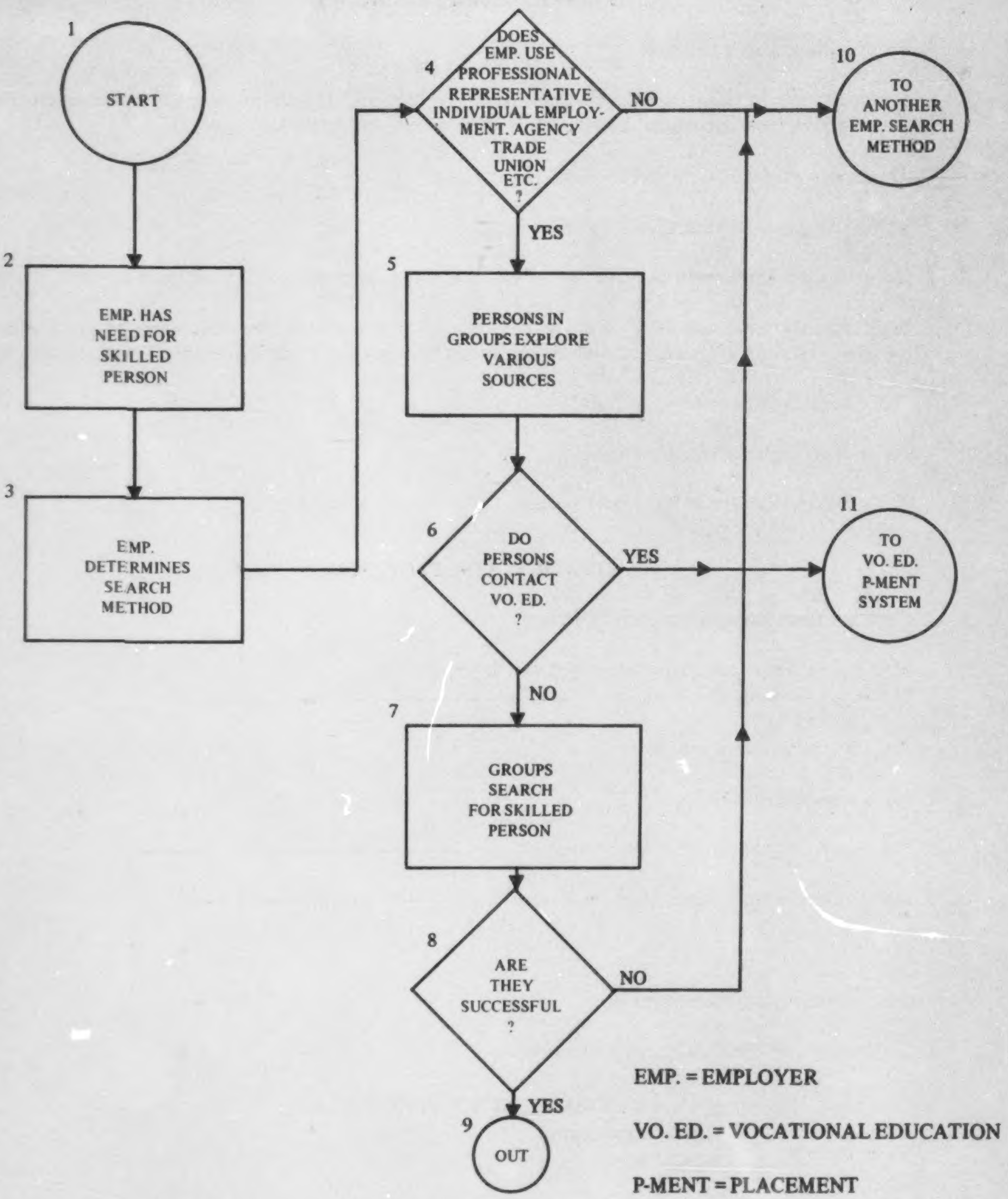
1. Start. 1.
2. Employer has need for skilled person. 2.
3. Employer determines search methods. 3.
4. Does employer use professional representatives, independent employment agency, trade union, etc. If yes, continue. If no— 4.
5. Persons in groups explore various sources. 5.
6. Do persons contact Vocational Education? If no, continue. If yes— 6.
7. Groups search for skilled person. 7.
8. Are they successful? If yes, continued. If no— 8.
9. Out. 9.
10. To Another Employer Search Method. 10.
11. To Vocational Education Placement System. 11.

TASK IDENTIFICATION CHART

EMPLOYER: Has need for skilled person.
Determines search methods.

PERSONS and/or GROUPS: Explore various sources.
Search for skilled person.

PLACEMENT SYSTEM INPUT
GROUP SEARCH SUB-SYSTEM
FLOW CHART MODEL


1
START
2
EMP. HAS NEED FOR SKILLED PERSON
3
EMP. DETERMINES SEARCH METHOD
4
DOES EMP. USE PROFESSIONAL REPRESENTATIVE INDIVIDUAL EMPLOYMENT. AGENCY TRADE UNION ETC. ?
NO
YES
10
TO ANOTHER EMP. SEARCH METHOD
5
PERSONS IN GROUPS EXPLORE VARIOUS SOURCES
6
DO PERSONS CONTACT VO. ED. ?
YES
NO
11
TO VO. ED. P-MENT SYSTEM
7
GROUPS SEARCH FOR SKILLED PERSON
8
ARE THEY SUCCESSFUL ?
NO
YES
9
OUT

EMP. = EMPLOYER

VO. ED. = VOCATIONAL EDUCATION

P-MENT = PLACEMENT

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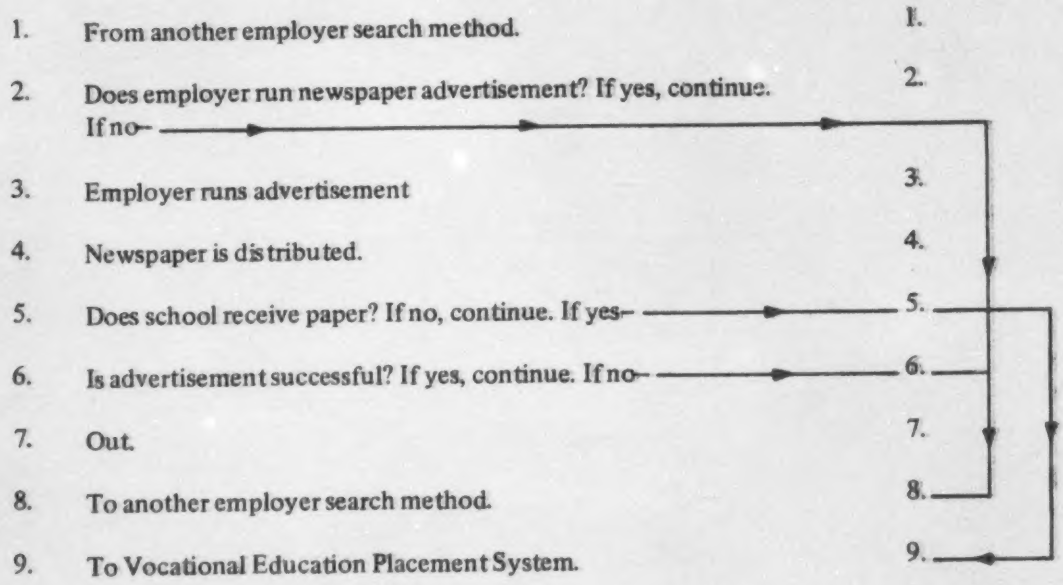
PLACEMENT SYSTEM INPUT
NEWSPAPER ADVERTISING SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From another search method.
2. Does employer run newspaper advertisement? If yes, continue. If no, go to number 8. The employer selects a newspaper and places an advertisement for someone to fill his job vacancy.
3. The employer runs advertisment.
4. The newspaper is distributed.
5. Does the school receive the paper? If no, continue. If yes, go to number 9.
6. Is the advertisement successful? If no, go to number 8. If yes, it is assumed that someone meeting the job specifications has answered the advertisement and is employed to fill the described vacancy.
7. Out. The end of this system.
8. To another employer search method.
9. To Vocational Education Placement System.

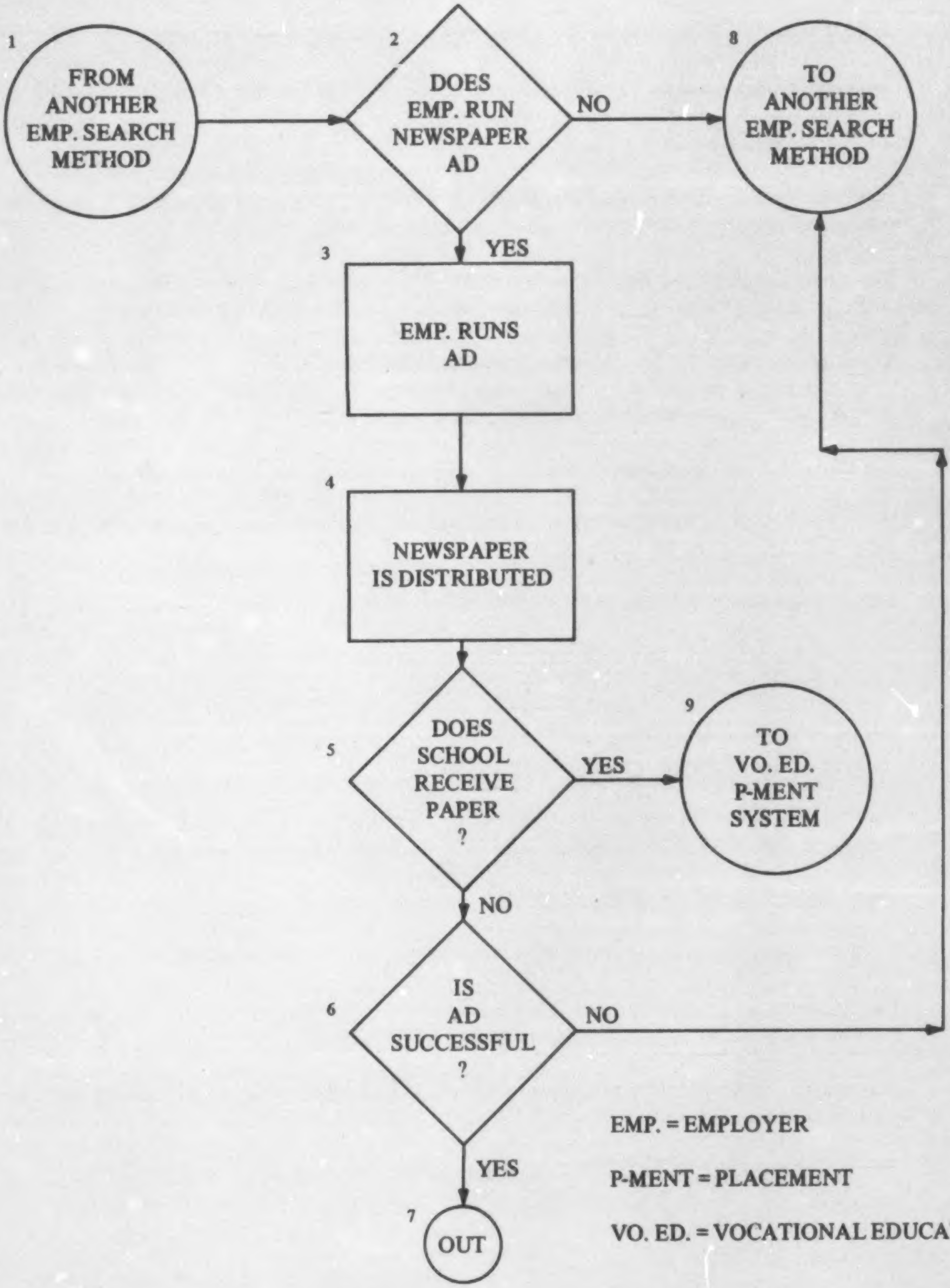
VERTICAL LINE FLOW MODEL


1. From another employer search method.
2. Does employer run newspaper advertisement? If yes, continue. If no–
3. Employer runs advertisement
4. Newspaper is distributed.
5. Does school receive paper? If no, continue. If yes–
6. Is advertisement successful? If yes, continue. If no–
7. Out.
8. To another employer search method.
9. To Vocational Education Placement System.

TASK IDENTIFICATION CHART

EMPLOYER:	Runs advertisement.
NEWSPAPER:	Is distributed.

PLACEMENT SYSTEM INPUT
NEWSPAPER ADVERTISING SUB-SYSTEM
FLOW CHART MODEL


1
FROM ANOTHER EMP. SEARCH METHOD
2
DOES EMP. RUN NEWSPAPER AD
NO
8
TO ANOTHER EMP. SEARCH METHOD
YES
3
EMP. RUNS AD
4
NEWSPAPER IS DISTRIBUTED
5
DOES SCHOOL RECEIVE PAPER ?
YES
9
TO VO. ED. P-MENT SYSTEM
NO
6
IS AD SUCCESSFUL ?
NO
YES
7
OUT

EMP. = EMPLOYER

P-MENT = PLACEMENT

VO. ED. = VOCATIONAL EDUCATION

PLACEMENT SYSTEM INPUT
STATE EMPLOYMENT SERVICE SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start. The initiation point of the State Employment Service Operating System.

2. Does the employer use the State Employment Service? If yes, continue. If no, go to number 3.

3. To another search method.

4. The State Employment Service completes job order form. Someone in the State Employment Service office is assigned the task of receiving and recording job orders.

5. The State Employment Service assigns the job order to an interview. Someone with the proper authority assigns the job order to an interviewer who will attempt to fill the vacancy.

6. The State Employment Service sends job order to the State Job Bank. When the order is processed in a local office and is not filed immediately, it is reported to the job bank where it is disseminated throughout the region served by that particular job bank.

7. Are activities that follow done by the state? If no, continue. If yes, go to number 20.

8. Interviewer reviews applications for employment. The interviewer searches the file for existing applicants meeting the job requirement.

9. Are there applicants that match the job specifications. If no, continue. If yes, go to number 11.

10. The State Employment Service advertises via the news media for applicants meeting the job description specifications.

11. Job seekers complete applications. The vocational education students seeking employment complete applications for employment within their skill area.

12. The interviewer calls applicant. Upon matching the job requirements to the application, the interviewer calls the applicant to determine if the person is interested in the job.

13. The interviewer re-interviews the applicant.

14. The interviewer selects applicant(s). This is a screening process directed by the employer.

15. The interview refers applicant(s) to the employer. The employer may ask to see one or more people for the same job.

16. The interviewer sends referral message to job bank. Each time a referral is made the job bank must be notified in order to prevent duplicate referrals.

17. The interviewer does job follow-up to determine if the applicant got the job.

18. The interviewer seeks job orders for other applicants. The interviewer may seek job orders at the same time follow-up is done.

19. Does the employer accept the applicant? Is yes, continue. If no, go to number 7.

20. The employer sends back card. Each employer will be given a card when the applicant is hired. The employer will be responsible for completing and returning it to the State Employment Service. Go to number 29.

21. From number 6, (yes). State enters job order in computer.

22. Computer completes microfiche.

23. State distributes microfiche by courier. There are two regions in Kentucky. The western region is served from Louisville. The eastern region is served by the Lexington office. The microfiche is distributed daily from each center to all offices within the region.

24. The interviewer reviews the microfiche.

25. The interviewer matches job to applicant.

26. The interviewer calls the applicant.

27. If available, the interviewer calls the job bank. If the interviewer matches an applicant with a job, the interviewer notifies the job bank of the matching.

28. The State Job Bank checks for referrals on thejob. If the job is still vacant, the referral is made. This method is utilized to prevent referring someone to a job which is no longer available.

29. The state gives permission. The State Job Bank gives permission for the referral to be made.

30. State Employment Service closes order. As soon as the job is filled the State Employment Service closes the order.

31. State Employment Service notifies the State Job Bank. Someone in the local office notifies the job bank of the placement. The job bank removes the order from the microfiche.

PLACEMENT SYSTEM INPUT
STATE EMPLOYMENT SERVICE SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Start. 1.

2. Does employer use State Employment Service? If no, continue. If yes– 2.

3. To another search method. 3.

4. State Employment Service completes job order form.

5. State Employment Service assigns job order to interviewer.

6. State Employment Service sends job order to job bank.

7. Are activities that follow done by state? If no, continue. If yes–

8. Interviewer reviews applications for employment.

9. Are there applications that match job specifications? If no, continue. If yes–

10. State Employment Service advertises job (radio, television, newspaper).

11. Job seekers complete applications

12. Interviewer calls applicants.

13. Interviewers re-interviews applicant.

14. Interviewer selects applicants.

15. Interviewer refers applicant to employer.

16. Interviewer sends referral message to job bank.

17. Interviewer does job follow-up if applicant got job.

18. Interviewer seeks job orders for other applicants.

19. Does employer accept the applicant? If yes, continue. If no–

20. Employer sends back card.

21. State enters job order in computer.

22. Computer completes microfiche.

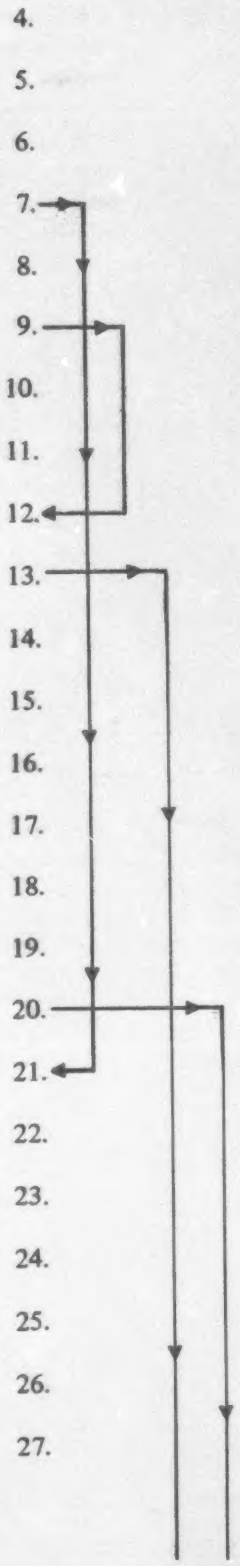
23. State distributes microfiche by courier.

24. Interviewer reviews microfiche.

25. Interviewer matches job to applicant.

26. Interviewer calls applicant.

27. If available, interviewer calls job bank.



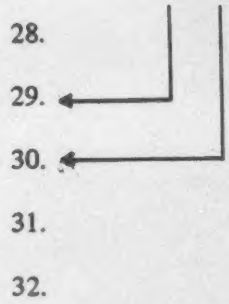
28. State Job Bank checks for referrals.

29. State gives permission.

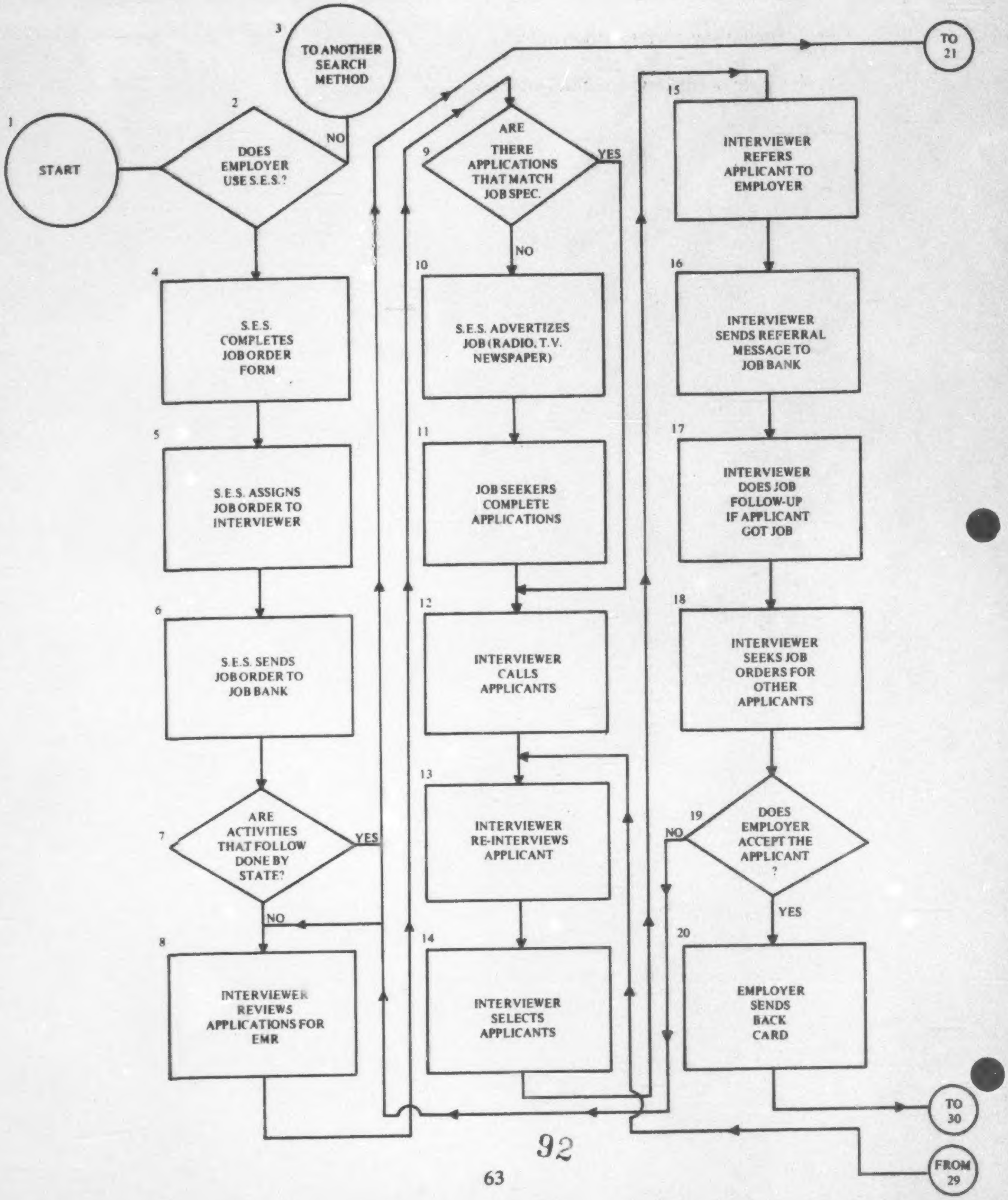
30. State Employment Service closes order.

31. State Employment Servive notifies job bank.

32. Out.



STATE EMPLOYMENT SERVICE SUB-SYSTEM FLOW CHART MODEL


1 START
2 DOES EMPLOYER USE S.E.S.?
NO
3 TO ANOTHER SEARCH METHOD
4 S.E.S. COMPLETES JOB ORDER FORM
5 S.E.S. ASSIGNS JOB ORDER TO INTERVIEWER
6 S.E.S. SENDS JOB ORDER TO JOB BANK
7 ARE ACTIVITIES THAT FOLLOW DONE BY STATE?
YES
NO
8 INTERVIEWER REVIEWS APPLICATIONS FOR EMR
9 ARE THERE APPLICATIONS THAT MATCH JOB SPEC.
YES
NO
10 S.E.S. ADVERTIZES JOB (RADIO, T.V. NEWSPAPER)
11 JOB SEEKERS COMPLETE APPLICATIONS
12 INTERVIEWER CALLS APPLICANTS
13 INTERVIEWER RE-INTERVIEWS APPLICANT
14 INTERVIEWER SELECTS APPLICANTS
TO 21
15 INTERVIEWER REFERS APPLICANT TO EMPLOYER
16 INTERVIEWER SENDS REFERRAL MESSAGE TO JOB BANK
17 INTERVIEWER DOES JOB FOLLOW-UP IF APPLICANT GOT JOB
18 INTERVIEWER SEEKS JOB ORDERS FOR OTHER APPLICANTS
19 DOES EMPLOYER ACCEPT THE APPLICANT ?
NO
YES
20 EMPLOYER SENDS BACK CARD
TO 30
FROM 29

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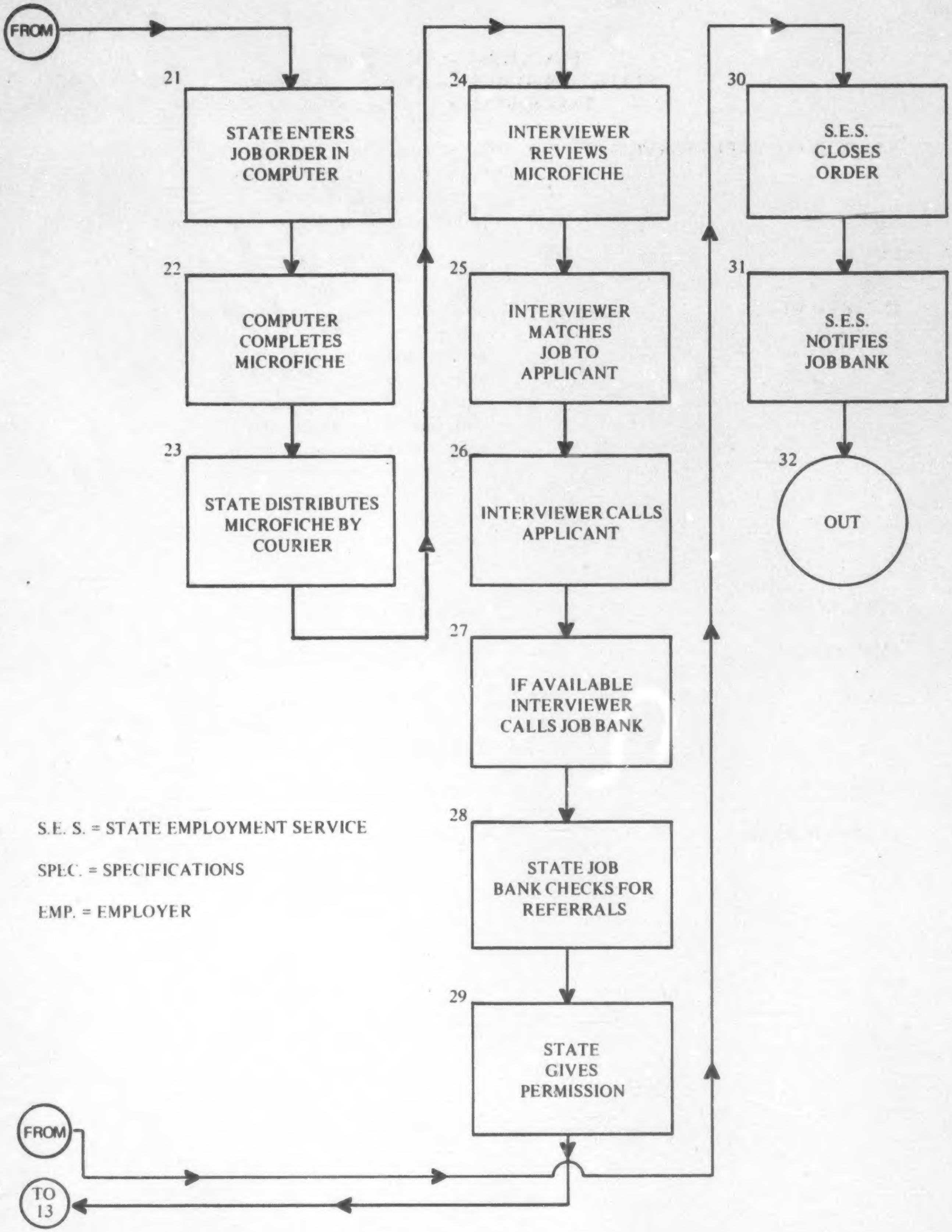

FROM
21
STATE ENTERS JOB ORDER IN COMPUTER
22
COMPUTER COMPLETES MICROFICHE
23
STATE DISTRIBUTES MICROFICHE BY COURIER
24
INTERVIEWER REVIEWS MICROFICHE
25
INTERVIEWER MATCHES JOB TO APPLICANT
26
INTERVIEWER CALLS APPLICANT
27
IF AVAILABLE INTERVIEWER CALLS JOB BANK
28
STATE JOB BANK CHECKS FOR REFERRALS
29
STATE GIVES PERMISSION
30
S.E.S. CLOSES ORDER
31
S.E.S. NOTIFIES JOB BANK
32
OUT
FROM
TO 13

S.E. S. = STATE EMPLOYMENT SERVICE

SPEC. = SPECIFICATIONS

EMP. = EMPLOYER

PLACEMENT SYSTEM INPUT
STATE EMPLOYMENT SERVICE SUB-SYSTEM
TASK IDENTIFICATION CHART

STATE EMPLOYMENT SERVICE:	Completes job order form. Assigns job order to interviewer. Sends job order to job bank. Advertise job (radio, television, newspaper) Closes order. Notifies job bank.
INTERVIEWER:	Reviews applications for employment. Calls applicants. Re-interviews applicant. Selects applicant. Refers applicant to employer. Sends referral message to job bank. Does job follow-up if applicant got job. Seeks job orders for other applicants. Reviews microfiche. Matches job to applicant. Calls applicant. Calls job bank (if available).
JOB SEEKERS:	Complete applications.
EMPLOYER:	Sends back card.
STATE:	Enters job order in computer. Distributes microfiche by courier. Gives permission.
COMPUTER:	Completes microfiche.
STATE JOB BANK:	Checks for referrals.

PLACEMENT AND FOLLOW-UP SYSTEMS INPUT
STUDENT PREPARATION SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From vocational program. It must be assumed that every student preparing to enter the placement system will have completed a vocational program and will have been recommended by the teacher for placement.

2. Student approaches program completion date. As soon as he learns of the completion data, an exit interview will be conducted with the student.

3. Teacher and/or counselor arranges for exit interview.

4. Does the student possess all competencies required for the next career step? If yes, continue, If no, go to number 6. At this point the student is referred to the job clinic program. It is assumed the student has achieved the instructional area skills, but may be lacking the knowledge of how to properly use what has been learned.

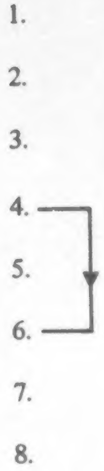
5. The teacher and/or counselor refers the student for career placement.

6. The student is scheduled for the job clinic.

7. The student masters all job clinic competencies.

VERTICAL LINE FLOW MODEL

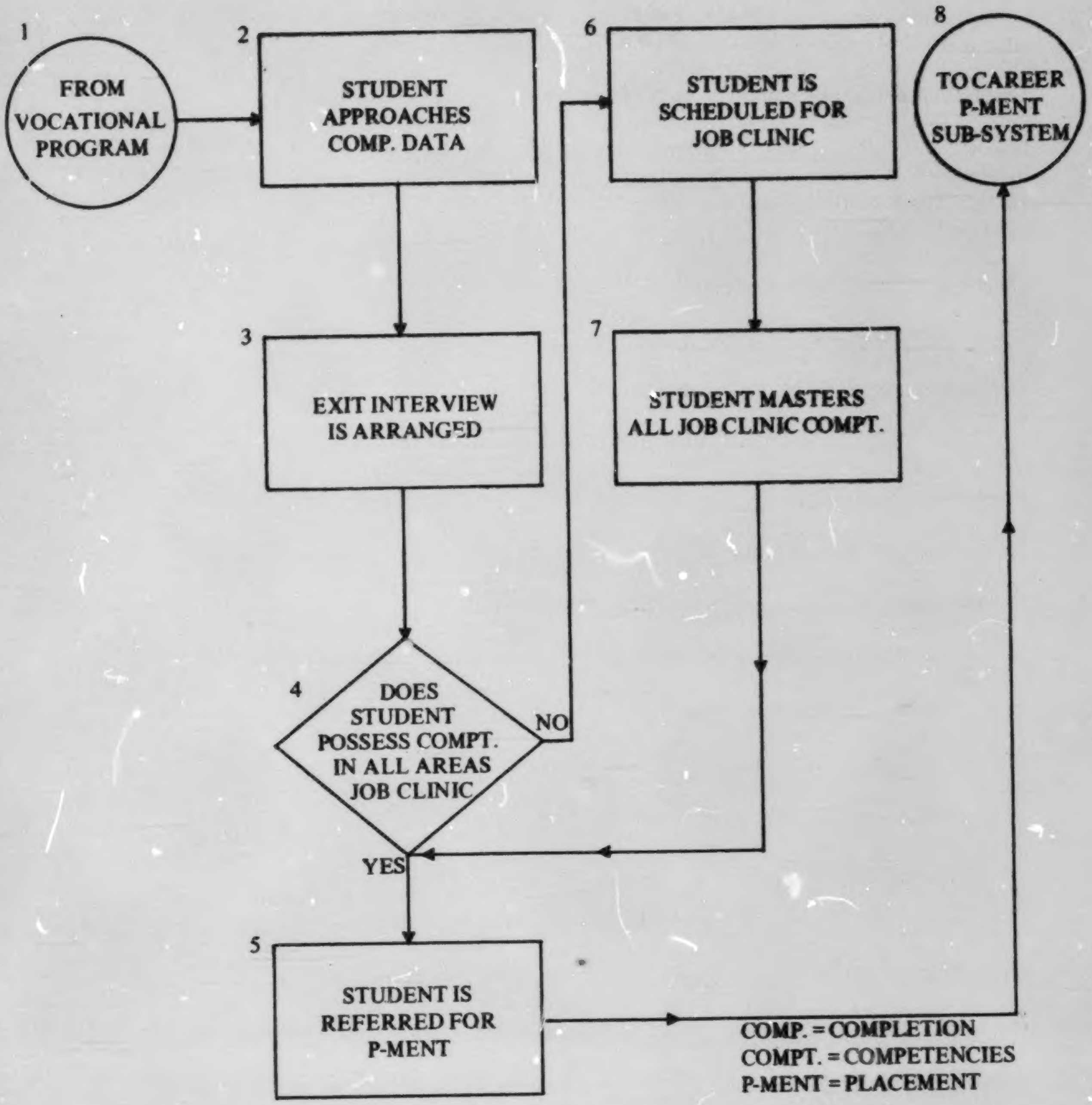
1. From vocational program.
2. Student approaches completion data.
3. Teacher and/or counselor arranges for exit interview.
4. Does student posses competencies in all areas (job clinic)? if yes, continue. If no–
5. Teacher and/or counselor refers student for placement.
6. Student is scheduled for job clinic.
7. Student masters all job clinic competencies.
8. To career placement sub-system.



TASK IDENTIFICATION CHART

STUDENT:	Approaches completion data. Is scheduled for job clinic. Masters all job clinic competencies.
TEACHER and/or COUNSELOR:	Arranges for exit interview. Refers student for placement.

PLACEMENT SYSTEM
STUDENT PREPARATION SUB-SYSTEM
FLOW CHART MODEL
JOB CLINIC


1
FROM VOCATIONAL PROGRAM
2
STUDENT APPROACHES COMP. DATA
3
EXIT INTERVIEW IS ARRANGED
4
DOES STUDENT POSSESS COMPT. IN ALL AREAS JOB CLINIC
NO
YES
5
STUDENT IS REFERRED FOR P-MENT
6
STUDENT IS SCHEDULED FOR JOB CLINIC
7
STUDENT MASTERS ALL JOB CLINIC COMPT.
8
TO CAREER P-MENT SUB-SYSTEM

COMP. = COMPLETION
COMPT. = COMPETENCIES
P-MENT = PLACEMENT

PLACEMENT AND FOLLOW-UP SYSTEMS INPUT
STUDENT PREPARATION FOR FOLLOW-UP SYSTEM
NARRATIVE DESCRIPTION MODEL

1. A person has an interest in vocational education.

2. That person seeks information about vocational education – generally from the counselor.

3. Counselor explains vocational education program which includes the follow-up system.

4. Individual decides whether or not to enroll in vocational education program.

5. If individual decides to enroll, that individual becomes a student who receives an orientation to the school which includes explanation of follow-up system.

6. Placement and follow-up brochure is distributed to students during orientation to school.

7. Student starts training program.

★ 8. At various times during the year, the teacher reminds students of the following-up system. This reminder is interwoven into the instruction.

9. Does the student complete program requirements?

10. No, the student does not complete requirements, but does the student have an exit interview?

11. Student completes program requirements and has option of participating in the work readiness clinic.

12. The student participates in work readiness clinic and then may or may not have exit interview.

13. Individual elects not to enroll in vocational program; student does not complete program requirements and does not have exit interview, student completes program requirements, but does not participate in work readiness clinic and does not have exit interview.

14. Student does not complete program requirements, but does have exit interview and goes to career placement; student has exit interview after work readiness clinic and goes to carreer placement; student does not have exit interview after work readiness clinic and goes to carrer placement. (It is possible that student could go out – which means it is not known where the student went.)

VERTICAL LINE FLOW MODEL

1.	A person has an interest in vocational education.	1.
2.	That person seeks information from the counselor.	2.
3.	Counselor explains vocational education program which includes the follow-up system.	3.

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4. Individual decides whether to enroll in vocational education program. If not-- 4.

5. If individual decides to enroll, that individual becomes a student who receives an orientation to the school which includes explanation of follow-up system. 5.

6. Placement and follow-up brochure is distributed to students during orientation to school. 6.

7. Student starts training program. 7.

8. At various times during the year, the teacher reminds students of the follow-up system. This reminder is interwoven into the instruction. 8.

9. Does the student complete program requirements? If yes-- 9.

10. No, the student does not complete requirements, but does the student have an exit interview? If not-- 10.

11. Student completes program requirements and has option of participating in the work readiness clinic. 11.

12. The student participates in work readiness clinic. Does student have exit interview? If yes-- 12.

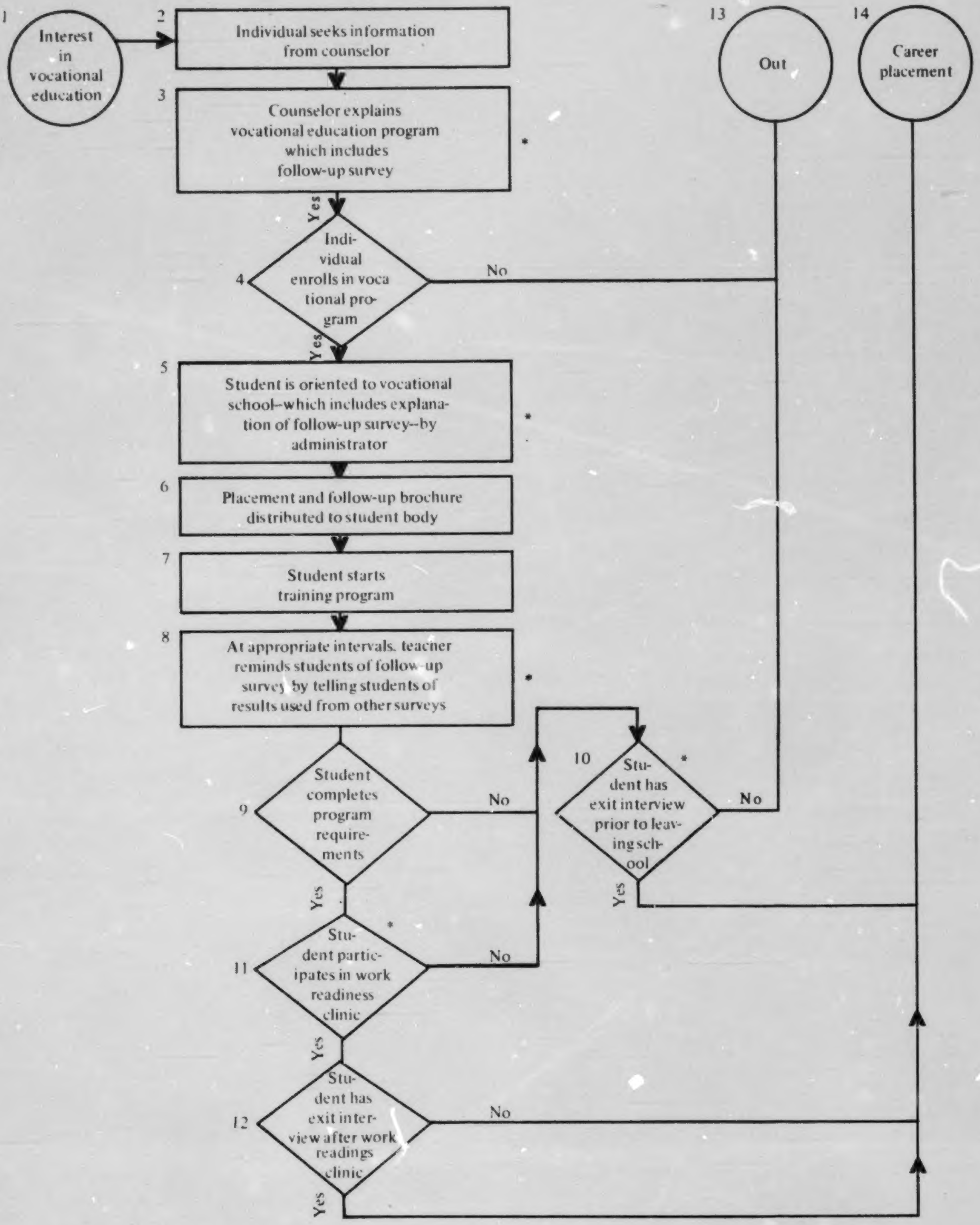
13. Students who do not have an exit interview when they leave school or choose not to enroll are out of the Placement and Follow-up System. 13.

14. Students who have participated in the Work Readiness Program go to the Career Placement Sub-system of the Placement and Follow-up Systems. 14.

TASK IDENTIFICATION CHART

STUDENT:	Seeks information on vocational education. Participates in Work Readiness Program. Has Exit Interview.
COUNSELOR	Provides information on vocational programs. Orients student to follow-upp. Enrolls students in programs.
LOCAL ADMINISTRATOR:	Orients student to Placement and Follow-up program. Distributes brochure on Placement and Follow-up.
TEACHER:	Reminds students of follow-up by showing how data collected in survey is used on the benefit of the student.

STUDENT PREPARATION FOR FOLLOW-UP SYSTEM


1
Interest in vocational education
2
Individual seeks information from counselor
3
Counselor explains vocational education program which includes follow-up survey
*
Yes
4
Individual enrolls in vocational program
No
Yes
5
Student is oriented to vocational school–which includes explanation of follow-up survey--by administrator
*
6
Placement and follow-up brochure distributed to student body
7
Student starts training program
8
At appropriate intervals, teacher reminds students of follow-up survey by telling students of results used from other surveys
*
9
Student completes program requirements
No
Yes
10
Student has exit interview prior to leaving school
*
No
Yes
11
Student participates in work readiness clinic
*
No
Yes
12
Student has exit interview after work readings clinic
No
Yes
13
Out
14
Career placement

*Includes explanation and reminder of follow-up system

PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. The teacher and/or counselor determines if the student seeks employment or other career opportunities.

2. Does the student seek public employment? If yes, the teacher refers the student to the Job Placement Sub-system. If no, go to number 4.

3. The Job Placement Sub-system includes all avenue available to the student seeking public employment.

4. Does the student seek continued education? If yes, continue. If no, go to number 13.

5. The teacher discusses continued education with the student. The student may desire to continue in the present area of study or change to another area.

6. The teacher advises the student to see the counselor. The counselor. The counselor has information pertinent to continuing education in many areas of study.

7. The counselor counsels guides and aids the student pertinent to continuing education. The teacher provides pros and cons with alternatives for decision making.

8. The student analyzes the pros and cons and determines the desire to enter continuing education.

9. Does the student want to enter continuing education? If yes, continue. At this point the student selects an area of education and an education facility. If no, go to number 11.

10. The student seeks to enter continuing education and is accepted or rejected. The student may apply to more than one institution and may have been accepted or rejected.

11. Does the student enter continuing education? If yes, the student enrolls in continuing education. If no, go to number 1.

12. Go to the continuing education of the student's choice.

13. Does the student seek armed services? If yes, continue. If no, go to number 22.

14. The teacher discusses the future in the armed services with the student.

15. The teacher advises the student to see the counselor.

16. The counselor discusses and aids the student regarding entering the armed services.

17. The student analyzes the pros and cons of entering the armed services and determines the desire to enter.

18. Does the student want to enter the armed services? If yes, continue. If no, go to number 1.

19. The student seeks to enter the armed services and is accepted or rejected. The student chooses a branch and applies for acceptance.

20. Does the student enter? If yes, continue. If no, go to number 1.

21. The student is accepted in the chosen branch of the armed services.

22. Does the student seek self-employment? If yes, continue. If no, go to number 32.

23. The teacher discusses self-employment with the student.

24. The teacher and/or counselor informs the student of the competencies and circumstances needed for self-employment.

25. The teacher and/or counselor advises the student to seek more information. The student may consult other school personnel or discuss the tentative plans with people currently working in equivalent self-employment. The student may also consult persons familiar with legal aspects pertinent to the type of self-employment planned.

26. The teacher and/or counselor recommends alternative sources of information.

27. The student determines the capability to enter self-employment. Is sufficient capital available? Is the knowledge of managing self-employment mastered?

28. Is the student capable? If yes, continue. If no, go to number 1.

29. The student seeks to enter self-employment and is accepted or rejected. If a license is required the student must qualify and/or if a loan is required, the student must qualify.

30. Does the student enter self-employment? If yes, the student enters self-employment. If no, go to number 1.

31. The student becomes self-employed.

32. Is the student uncertain of a career opportunity? If yes, continue. If no, go to number 38.

33. The teacher discusses career opportunities with the student. This is a teacher attempt to orient the student toward an appropriate career.

34. The teacher advises the student to consult the counselor.

35. The counselor counsels and guides the student pertinent to a career opportunity selection.

36. The student pursues a career with advice from the teacher and counselor. At this point the student recycles through the placement system.

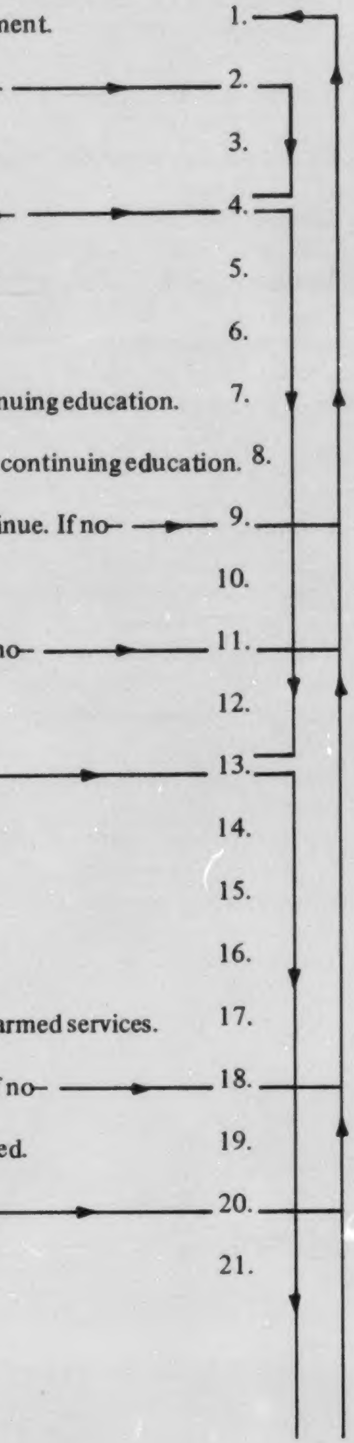
37. Is the student not seeking anything? There will be a small percentage of students not interested in pursuing any type of career or employment.

38. Out. This is designed for the person not interested in any career opportunity to get out of the system.

39. The student analyzes the pros and cons and selects a career.

PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Teacher and/or counselor determines if student seeks employment.
2. Does student seek public employment? If yes, continue. If no–
3. To Job Placement Sub-system
4. Does student seek continued education? If yes, continue. If no–
5. Teacher discusses continuing education with student.
6. Teacher advises student to see counselor.
7. Counselor counsels, guides and aids student pertinent to continuing education.
8. Student analyzes pros and cons and determines desire to enter continuing education.
9. Does student want to enter continuing education? If yes, continue. If no–
10. Student seeks to enter continuing education.
11. Does student enter continuing education? If yes, continue. If no–
12. To continuing education.
13. Does student seek armed services? If yes, continue. If no–
14. Teacher discusses armed services with student.
15. Teacher advises student to see counselor.
16. Counselor discusses and aid student regarding armed services.
17. Student analyzes pros and cons and determine desire to enter armed services.
18. Does student want to enter armed services? Is yes, continue. If no–
19. Student seeks to enter armed services and is accepted or rejected.
20. Does student enter armed services? If yes, continue. If no–
21. To armed services.



22. Does student seek self-employment? If yes, continue. If no–

23. Teacher discusses self-employment with student.

24. Teacher and/or counselor informs student of competencies and circumstances needed for self-employment.

25. Teacher and/or counselor advises student to seek more information.

26. Teacher and/or counselor suggests alternative sources of information.

27. Student determines capability to enter self-employment.

28. Is student capable? Is yes, continue. If no–

29. Student seeks to enter self-employment and is accepted or rejected.

30. Does student enter self-employment? If yes, continue. If no–

31. To self-employment.

32. Is student uncertain? If yes, continue. If no–

33. Teacher discusses career opportunities.

34. Teacher advises student to see counselor.

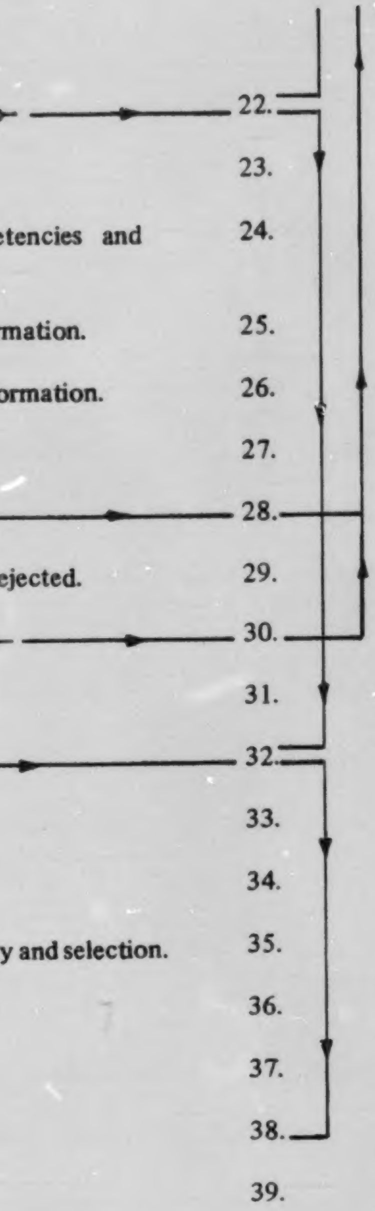
35. Counselor counsels and guides student in career opportunity and selection.

36. Student analyzes pros and cons and selects career.

37. Student pursues career with aid from teacher.

38. Student is not seeking.

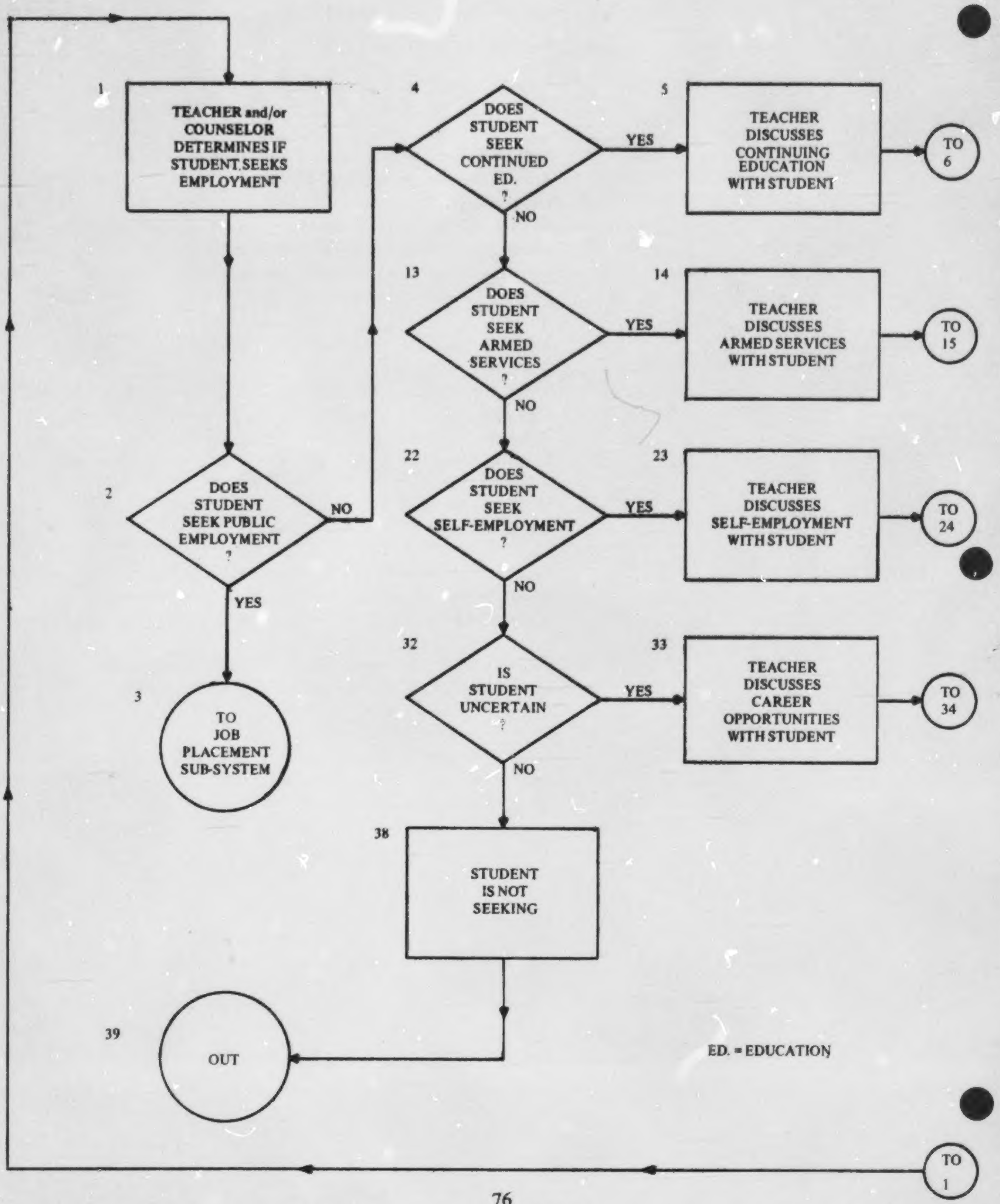
39. Out.



PLACEMENT SYSTEM INPUT
CAREER PLACEMENT SUB-SYSTEM
TASK IDENTIFICATION CHART

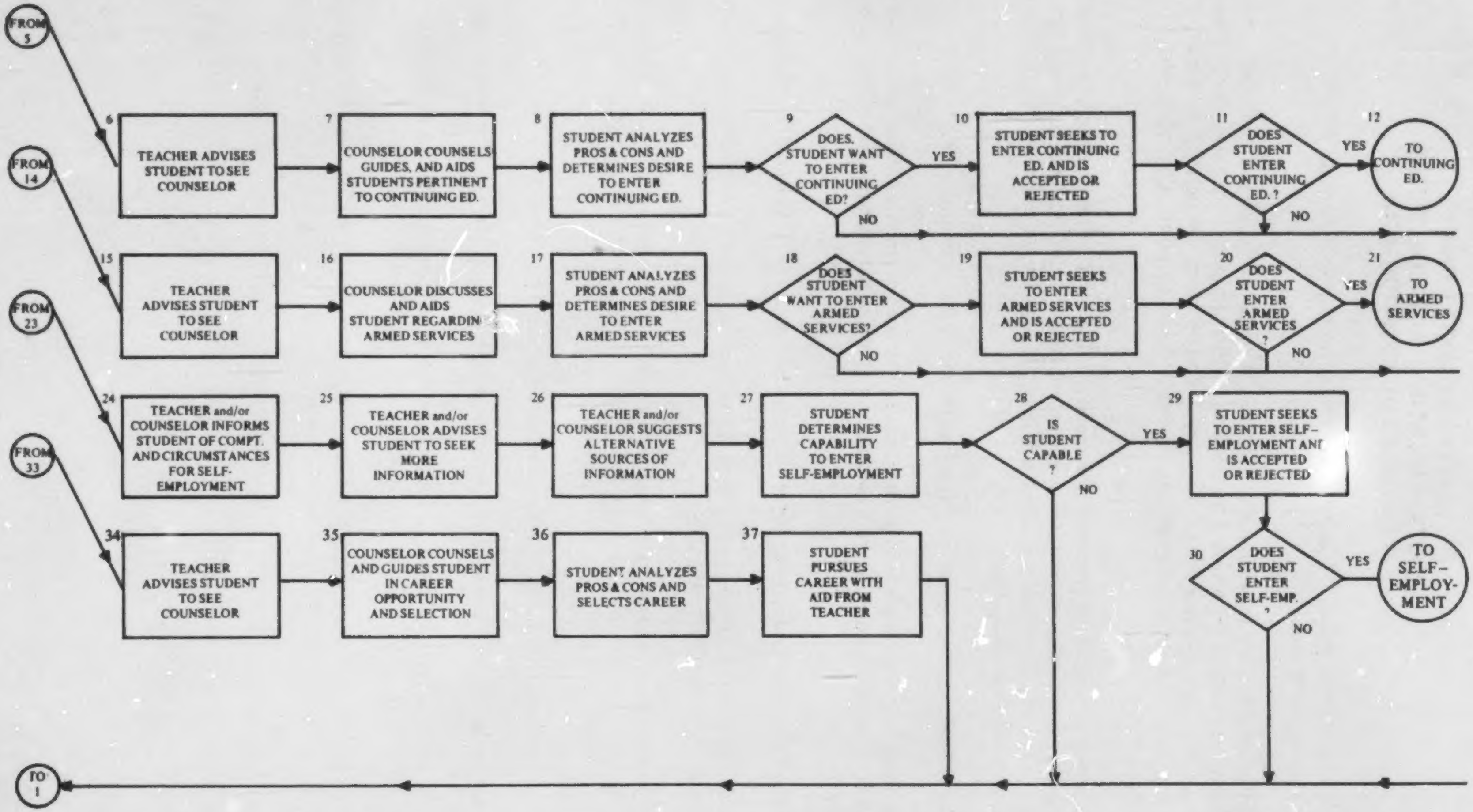
TEACHER:	Discusses continuing education with student. Advises student to see counselor. Discusses armed services with student. Advises student to see counselor. Discusses self-employment with student. Discusses career opportunities with student. Advises student to see counselor.
STUDENT:	Analyzes pros and cons and determines desire to enter continuing education. Seeks to enter continuing education and is accepted or objected. Seeks to enter armed services and is accepted or rejected. Determines capability to enter self-employment. Seeks to enter self-employment and is accepted or rejected. Analyzes pros and cons and selects career. Pursues career with aid from teacher. Is not seeking.
COUNSELOR:	Counsels, guides and aids student pertinent to continuing education. Discusses and aids student regarding armed services. Counsels and guides student in career opportunity and selection.s The counselor may also assist in obtaining information, analyzing data and working with parents of students.
TEACHER and/or COUNSELOR:	Determines if student seeks employment. Informs student of competencies and circumstances for self-employment. Advises student to seek more information. Suggests alternative sources of information.

CAREER PLACEMENT SYSTEM


1
TEACHER and/or COUNSELOR DETERMINES IF STUDENT SEEKS EMPLOYMENT
2
DOES STUDENT SEEK PUBLIC EMPLOYMENT ?
NO
YES
3
TO JOB PLACEMENT SUB-SYSTEM
4
DOES STUDENT SEEK CONTINUED ED. ?
YES
NO
5
TEACHER DISCUSSES CONTINUING EDUCATION WITH STUDENT
TO 6
13
DOES STUDENT SEEK ARMED SERVICES ?
YES
NO
14
TEACHER DISCUSSES ARMED SERVICES WITH STUDENT
TO 15
22
DOES STUDENT SEEK SELF-EMPLOYMENT ?
YES
NO
23
TEACHER DISCUSSES SELF-EMPLOYMENT WITH STUDENT
TO 24
32
IS STUDENT UNCERTAIN ?
YES
NO
33
TEACHER DISCUSSES CAREER OPPORTUNITIES WITH STUDENT
TO 34
38
STUDENT IS NOT SEEKING
39
OUT
ED. = EDUCATION
TO 1

COMP. = COMPETENCIES
ED. = EDUCATION

ED. = EDUCATION
EMP. = EMPLOYMENT


FROM 5
FROM 14
FROM 23
FROM 33
6
TEACHER ADVISES STUDENT TO SEE COUNSELOR
7
COUNSELOR COUNSELS, GUIDES, AND AIDS STUDENTS PERTINENT TO CONTINUING ED.
8
STUDENT ANALYZES PROS & CONS AND DETERMINES DESIRE TO ENTER CONTINUING ED.
9
DOES STUDENT WANT TO ENTER CONTINUING ED?
YES
NO
10
STUDENT SEEKS TO ENTER CONTINUING ED. AND IS ACCEPTED OR REJECTED
11
DOES STUDENT ENTER CONTINUING ED. ?
YES
NO
12
TO CONTINUING ED.
15
TEACHER ADVISES STUDENT TO SEE COUNSELOR
16
COUNSELOR DISCUSSES AND AIDS STUDENT REGARDING ARMED SERVICES
17
STUDENT ANALYZES PROS & CONS AND DETERMINES DESIRE TO ENTER ARMED SERVICES
18
DOES STUDENT WANT TO ENTER ARMED SERVICES?
NO
19
STUDENT SEEKS TO ENTER ARMED SERVICES AND IS ACCEPTED OR REJECTED
20
DOES STUDENT ENTER ARMED SERVICES ?
YES
NO
21
TO ARMED SERVICES
24
TEACHER and/or COUNSELOR INFORMS STUDENT OF COMPT. AND CIRCUMSTANCES FOR SELF-EMPLOYMENT
25
TEACHER and/or COUNSELOR ADVISES STUDENT TO SEEK MORE INFORMATION
26
TEACHER and/or COUNSELOR SUGGESTS ALTERNATIVE SOURCES OF INFORMATION
27
STUDENT DETERMINES CAPABILITY TO ENTER SELF-EMPLOYMENT
28
IS STUDENT CAPABLE ?
YES
NO
29
STUDENT SEEKS TO ENTER SELF-EMPLOYMENT AND IS ACCEPTED OR REJECTED
30
DOES STUDENT ENTER SELF-EMP. ?
YES
NO
TO SELF-EMPLOYMENT
34
TEACHER ADVISES STUDENT TO SEE COUNSELOR
35
COUNSELOR COUNSELS AND GUIDES STUDENT IN CAREER OPPORTUNITY AND SELECTION
36
STUDENT ANALYZES PROS & CONS AND SELECTS CAREER
37
STUDENT PURSUES CAREER WITH AID FROM TEACHER
TO 1

PLACEMENT SYSTEM INPUT
POSITION IDENTIFICATION SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From informed group. An informed group is an employer having been informed of the vocational education programs.

2. Vocational education person hears of a career position. Vocational education person represents any person working in vocational education or with vocational education students. Examples are, teacher, counselor, administrator, etc. The career position may be defined as the next step beyond the vocational education program. An example could be continuing education at a higher level, or employment.

3. Vocational education person is (or contacts) the local administrator, counselor or teacher. If the vocational education person is one of those named, the contact is not necessary, however if the person is not one of those named, contact will be made with one of the named persons in order to place the information into the system.

4. Is local person an administrator? If yes, continue. If no, go to number 6.

5. Administrator determines if teacher should contact the employer. The contact person will be a local administrative decision. The administrator may assign the counselor, teacher or assistant administrator to the task.

6. Does the teacher contact employer? If no, go to number 11. If yes, go to number 12.

7. From newspaper advertisement. This refers to the system where the employer places an advertisement for employees in the newspaper.

8. The vocational education person reviews and selects newspaper advertisements. The vocational education person chooses advertisements which appear to be feasible for vocational education placement.

9. Is advertisement selected? If no, continue. If yes, go to number 5.

10. Out. If there is no advertisement, then the system ends until the next paper is available.

11. The administrator calls the employer. If the school administrator decides that he or she shall be the local contact person, then he or she will contact all potential employers.

12. The teacher calls the employer. If the administrator decides the teacher shall be the contact person, the teacher shall contact all potential employers.

13. From another search method. The input at this point comes from other sources.

14. Does the employer contact the administrator? If yes, continue. If no, go to number 20.

15. The employer describes job needs to the administrator.

16. Does the job need fit the school program? If yes, continue. If no, go to number 18.

17. The administrator transfers the employer to the teacher (go to number 21).

18. The administrator informs the employer about the Vocational Education Placement System.

19. The administrator determines if the employer wants to enter and participate in the system. If the employer desires to do so, go to number 32.

20. Does the employer contact the teacher? If yes, continue. If no, go to number 26.

21. The employer describes the job needs to the teacher.

22. The teacher reviews the job description.

23. The teacher, with assistance from the counselor, determines if a student meets the job needs. The teacher and counselor may discuss several students and arrive at a consensus.

24. Does the teacher have a student? If yes, continue. If no, go to number 29.

25. Go to Student Availability Sub-system.

26. Does the employer contact the Regional Office? If yes, continue. If no, go to number 31.

27. Regional Office informs the employer about the system.

28. Regional Office determines if the employer wants to enter the system. From here, go to number 32.

29. The teacher informs the employer about the system.

30. The teacher determines if the employer wants to enter the system. Go to number 32.

31. Out. It must be assumed at this point that the employer does not desire to cooperate with any of the avenues for placement of vocational education students.

32. To Position Entry Sub-system. Refer to this system for description of the operational procedures.

PLACEMENT SYSTEM INPUT
POSITION IDENTIFICATION SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. From informed group. 1.

2. Vocational education person hears of career position.

3. Vocational education person is (or contacts) local administrator, counselor or teacher.

4. Is local person an administrator? If yes, continue. If no—

5. Administrator determines if teacher should contact employer.

6. Does teacher contact employer?

If yes—

If no—

7. From newspaper advertisement.

8. Vocational education person reviews and selects newspaper advertisements.

9. Is advertisement selected? If no, out If yes—

10. Out.

11. Administrator calls employer.

12. Teacher calls employer.

13. From another search method.

14. Does employer contact administrator? If yes, continue. If no—

15. Employer describes job need to administrator.

16. Does job need fit school program? If yes, continue. If no—

17. Administrator transfers employer to teacher.

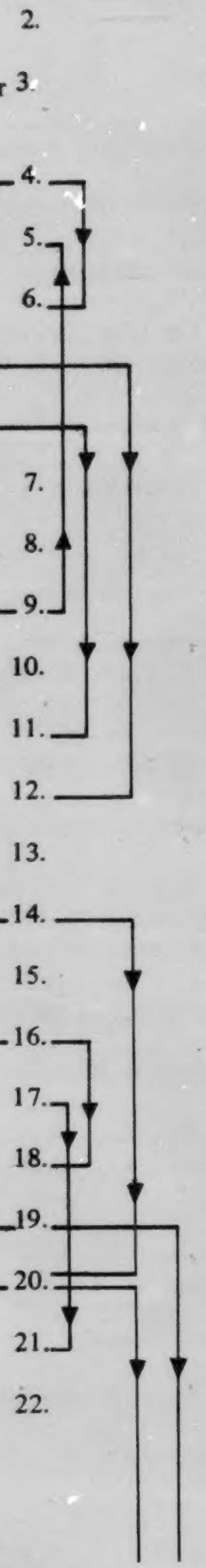
18. Administrator informs employer about system.

19. Administrator determines if employer wants to enter system.

20. Does employer contact teacher? If yes, continue. If no—

21. Employer describes job need to teacher.

22. Teacher reviews job description.



23. Teacher determines if a student meets job needs.

24. Does teacher have student? If yes, continue. If no–

25. To Student Processing Sub-system.

26. Does employer contact Regional Office? If yes, continue. If no, out.

27. Regional Office informs employer about system.

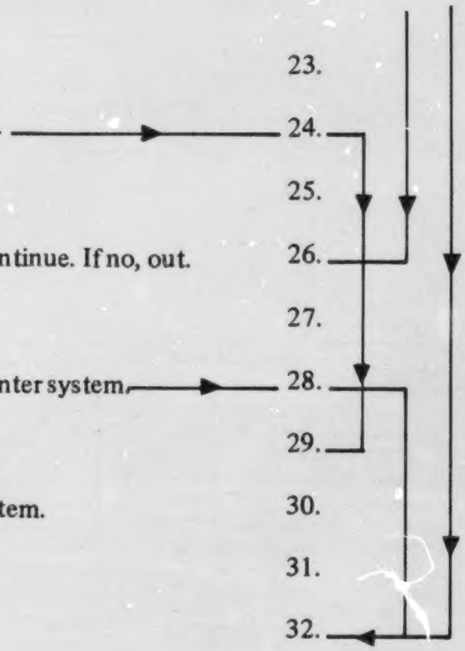
28. Regional Office determines if employer wants to enter system.

29. Teacher informs employer about system.

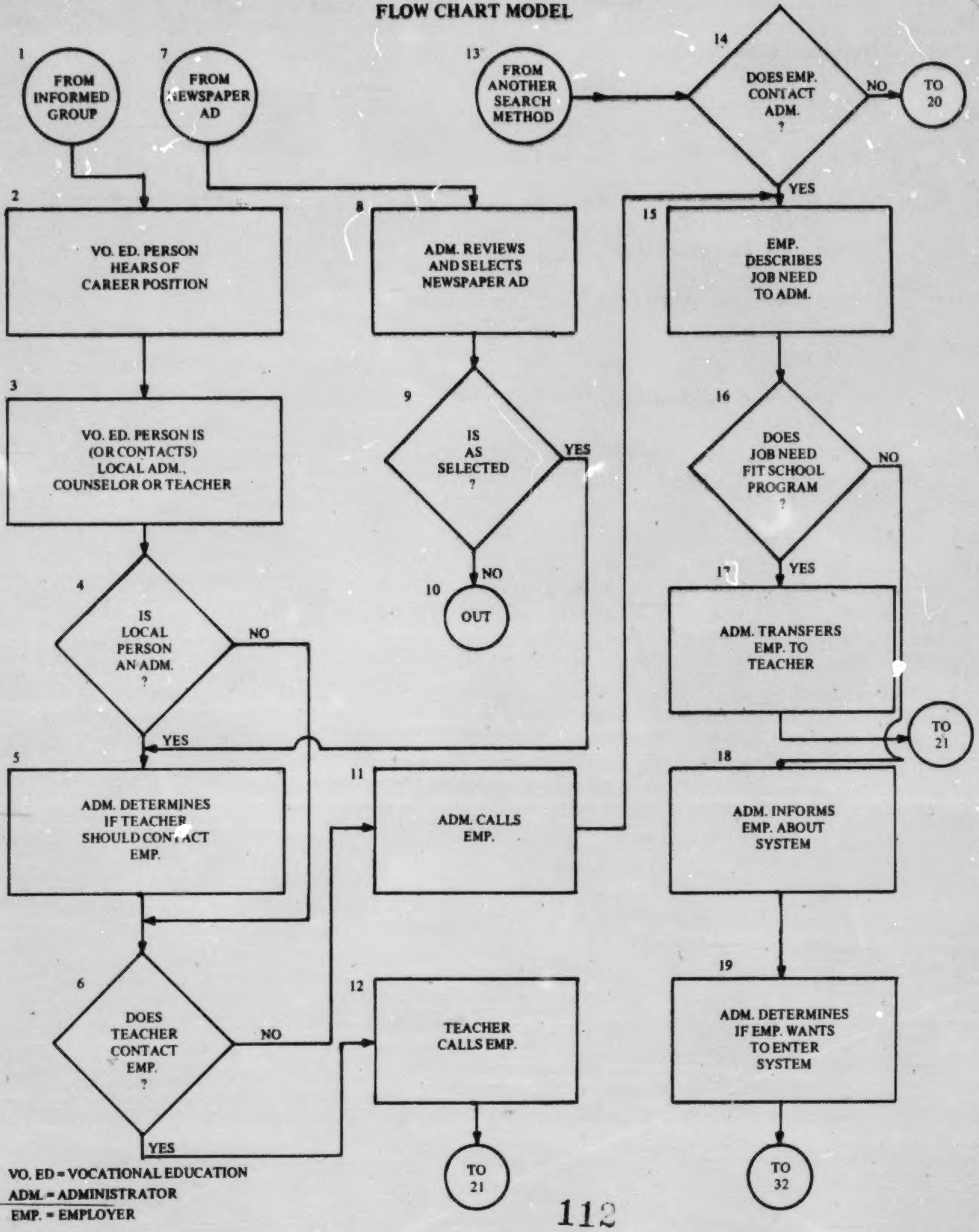
30. Teacher determines if employer wants to enter system.

31. Out.

32. To Position Entry Sub-system.



PLACEMENT SYSTEM
POSITION IDENTIFICATION SUB-SYSTEM
FLOW CHART MODEL


1
FROM INFORMED GROUP
2
VO. ED. PERSON HEARS OF CAREER POSITION
3
VO. ED. PERSON IS (OR CONTACTS) LOCAL ADM., COUNSELOR OR TEACHER
4
IS LOCAL PERSON AN ADM. ?
NO
YES
5
ADM. DETERMINES IF TEACHER SHOULD CONTACT EMP.
6
DOES TEACHER CONTACT EMP. ?
NO
YES
7
FROM NEWSPAPER AD
8
ADM. REVIEWS AND SELECTS NEWSPAPER AD
9
IS AS SELECTED ?
YES
NO
10
OUT
11
ADM. CALLS EMP.
12
TEACHER CALLS EMP.
TO 21
13
FROM ANOTHER SEARCH METHOD
14
DOES EMP. CONTACT ADM. ?
NO
TO 20
YES
15
EMP. DESCRIBES JOB NEED TO ADM.
16
DOES JOB NEED FIT SCHOOL PROGRAM ?
NO
YES
17
ADM. TRANSFERS EMP. TO TEACHER
TO 21
18
ADM. INFORMS EMP. ABOUT SYSTEM
19
ADM. DETERMINES IF EMP. WANTS TO ENTER SYSTEM
TO 32

VO. ED = VOCATIONAL EDUCATION
ADM. = ADMINISTRATOR
EMP. = EMPLOYER

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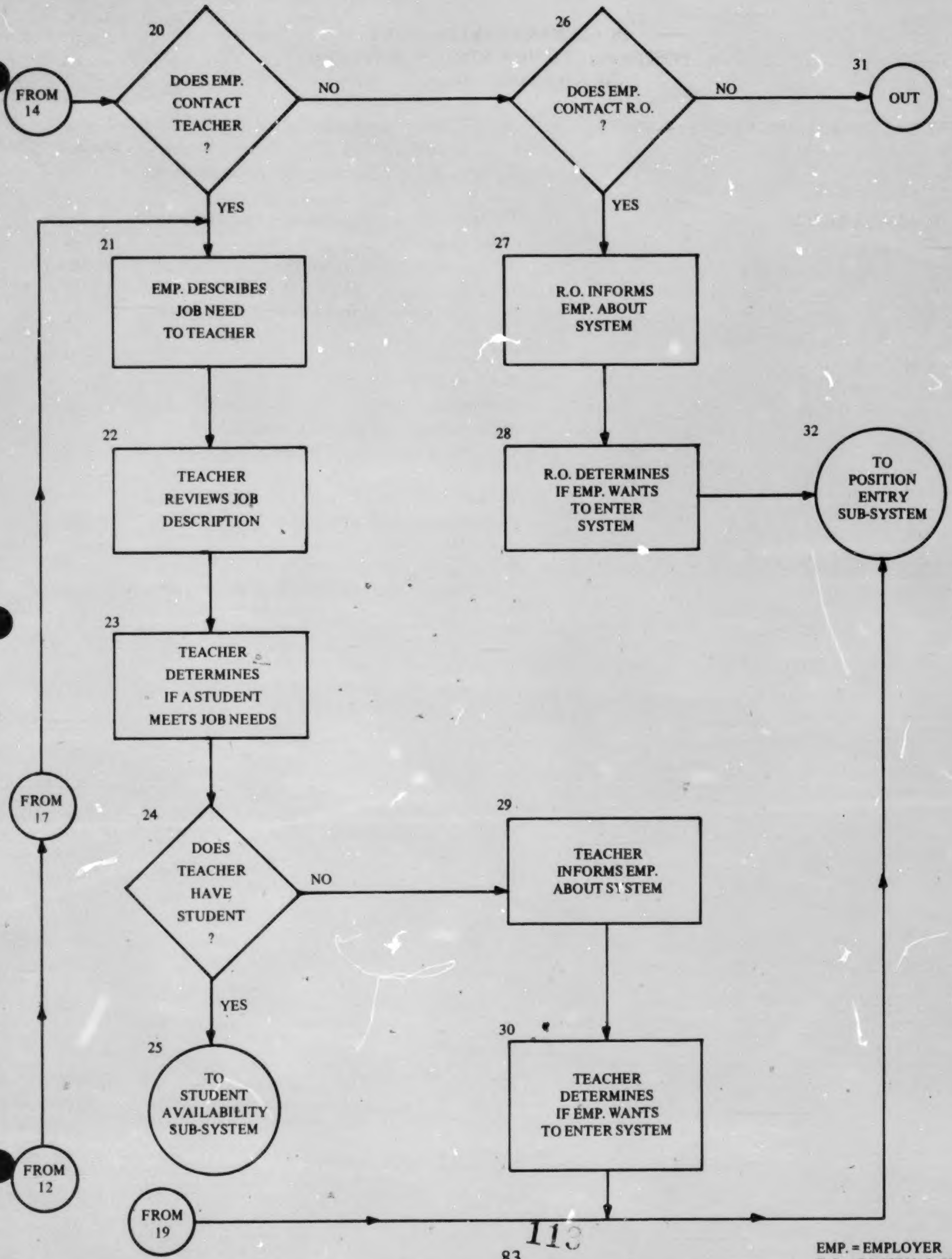

20
FROM 14
DOES EMP. CONTACT TEACHER ?
NO
26
DOES EMP. CONTACT R.O. ?
NO
31
OUT
YES
21
EMP. DESCRIBES JOB NEED TO TEACHER
YES
27
R.O. INFORMS EMP. ABOUT SYSTEM
22
TEACHER REVIEWS JOB DESCRIPTION
28
R.O. DETERMINES IF EMP. WANTS TO ENTER SYSTEM
32
TO POSITION ENTRY SUB-SYSTEM
23
TEACHER DETERMINES IF A STUDENT MEETS JOB NEEDS
FROM 17
24
DOES TEACHER HAVE STUDENT ?
NO
29
TEACHER INFORMS EMP. ABOUT SYSTEM
YES
25
TO STUDENT AVAILABILITY SUB-SYSTEM
30
TEACHER DETERMINES IF EMP. WANTS TO ENTER SYSTEM
FROM 12
FROM 19

EMP. = EMPLOYER
R.O. = REGIONAL OFFICE

PLACEMENT SYSTEM INPUT
POSITION IDENTIFICATION SUB-SYSTEM
TASK IDENTIFICATION CHART

VOCATIONAL EDUCATION PERSON:	Hears of career position. Is (or contacts) local administrator, counselor or teacher. Reviews and selects newspaper advertisement.
ADMINISTRATOR:	Determines if teacher should contact employer. Calls employer. Transfers employer to teacher. Informs employer about system. Determines if employer wants to enter system.
TEACHER:	Calls employer. Reviews job description. Determines if a student meets job needs. Informs employer about system. Determines if employer wants to enter system.
EMPLOYER:	Describes job need to administrator. Describes job need to teacher.
REGIONAL OFFICE:	Informs employer about system. Determines if employer wants to enter system.

PLACEMENT SYSTEM INPUT
POSITION ENTRY SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Position Identification Sub-system.

2. Does the employer enter the system? If no, continue. If yes, go to number 7. If the employer does not give a job order and does not want to be part of the regional system, proceed to number 3.

3. The vocational education person determines if the employer wants a list of names with addresses of vocational eduation teachers by program area.

4. Does the employer want the list? If yes, continue. If no go to number 6.

5. The vocational education person provides the list for the employer.

6. Go to another employer search method. At this point the employer may utilize any method feasible.

7. Vocational education person completes the job order card. Any member of the school staff may receive the information, complete and file the card.

8. The vocational education person determines if the employer wants the list of teachers.

9. Does the employer still want the list? If yes, continue. If no, go to number 11.

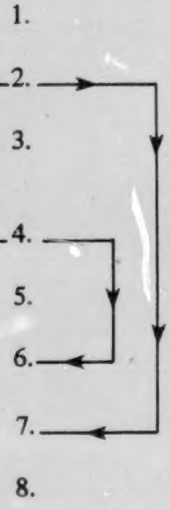
10. Vocational education person provides the list of teachers for the employer.

11. The vocational education person sends job order card to regional office.

12. To regional Office Operating Sub-system.

VERTICAL LINE FLOW MODEL

1. From Position Identification Sub-system.
2. Does employer enter system? If no, continue. If yes——→——
3. Vocational education person determines if employer wants list of teachers by program area.
4. Does employer want list? If yes, continue. If no——→——
5. Vocational education person provides list.
6. To another employer search method.
7. Vocational education person completes job order card.
8. Vocational education person determines if employer still wants a list.



9. Does employer want list? If yes, continue. If no— → 9.

10. Vocational education person provides list. 10.

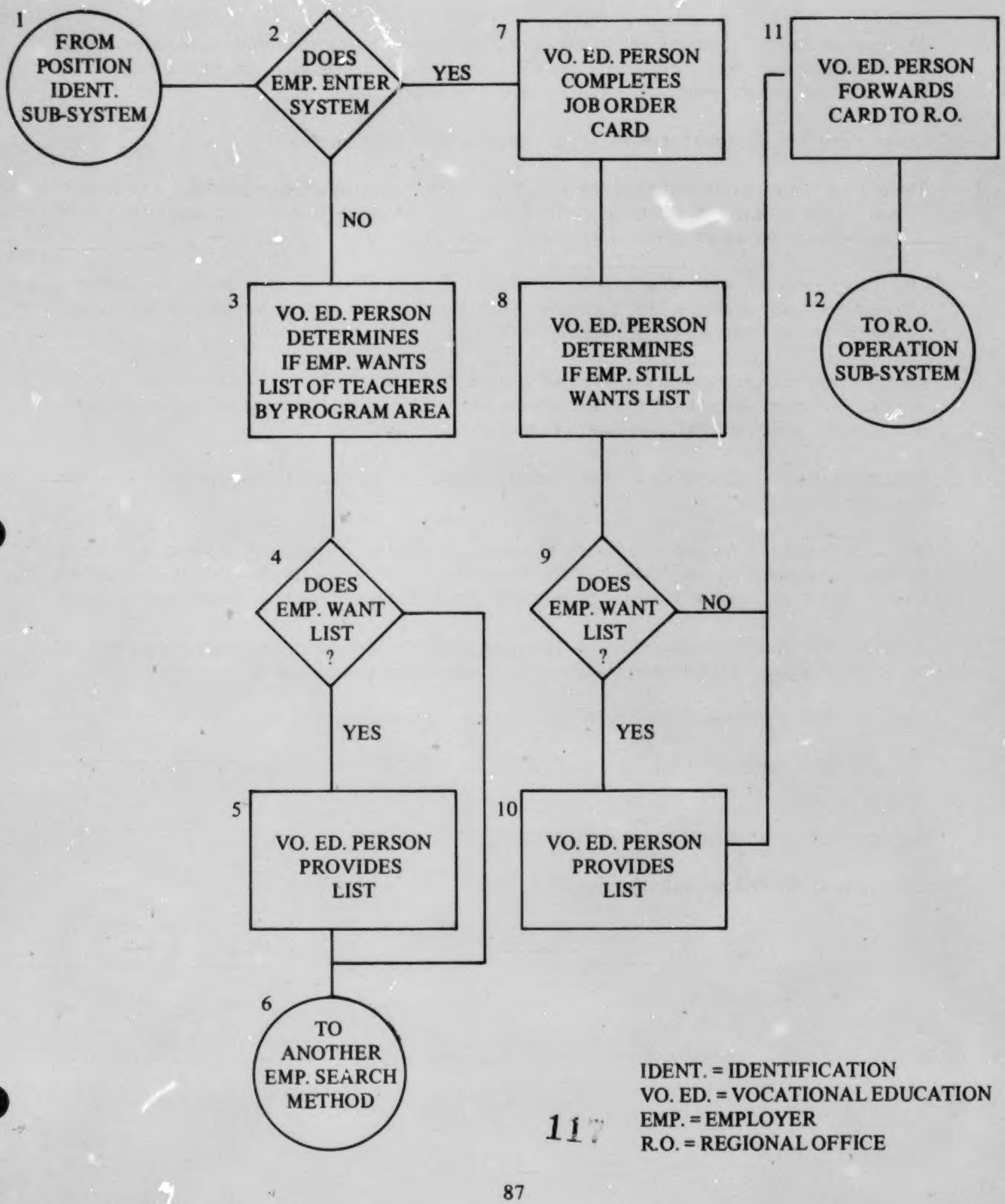
11. Vocational education person forwards card to regional office. 11.

12. To Regional Office Operating Sub-system. 12.

PLACEMENT SYSTEM INPUT
POSITION ENTRY SUB-SYSTEM
TASK IDENTIFICATION CHART

VOCATIONAL EDUCATION PERSON:	Determines if employer wants list of teachers by program area. Provides list. Completes job order card. Determines if employer still wants list. Provides list. Forwards card to regional office.

PLACEMENT SYSTEM
POSITION ENTRY SUB-SYSTEM
FLOW CHART MODEL


1
FROM POSITION IDENT. SUB-SYSTEM
2
DOES EMP. ENTER SYSTEM
YES
NO
7
VO. ED. PERSON COMPLETES JOB ORDER CARD
11
VO. ED. PERSON FORWARDS CARD TO R.O.
3
VO. ED. PERSON DETERMINES IF EMP. WANTS LIST OF TEACHERS BY PROGRAM AREA
8
VO. ED. PERSON DETERMINES IF EMP. STILL WANTS LIST
12
TO R.O. OPERATION SUB-SYSTEM
4
DOES EMP. WANT LIST ?
9
DOES EMP. WANT LIST ?
NO
YES
YES
5
VO. ED. PERSON PROVIDES LIST
10
VO. ED. PERSON PROVIDES LIST
6
TO ANOTHER EMP. SEARCH METHOD

IDENT. = IDENTIFICATION
VO. ED. = VOCATIONAL EDUCATION
EMP. = EMPLOYER
R.O. = REGIONAL OFFICE

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PLACEMENT SYSTEM INPUT
JOB DEVELOPMENT
NARRATIVE DESCRIPTION MODEL

1. The teacher contacts informed employers. The teachers working together and coordinated by one person maintains a system of job development. The system may be designed to provide for each teacher to contact, periodically, employers within his or her instructional area.

2. Does the employer have job vacancies? If yes, continue. If no, go to number 7.

3. The teacher completes job availability card. Each school staff member will have a supply of blank cards or have access to them. Upon finding information on a job vacancy, the school employee should complete the job availability card and file it in a specified place.

4. The teacher, counselor or other school employee will be aware of the local system for reporting knowledge of job vacancies. Therefore, upon learning of such an opportunity the employee must assume the responsibility for completing the card and filing it in the proper place.

5. Cards are mailed to regional office. When job availability cards are reported to the local school office and not filed from that school, the cards shall be sent to the regional office at the end of the day in order that the information to disseminated throughout the region.

6. Implement one of four methods for dissemination. These four methods are described in detail in that sub-system.

7. The teacher arranges for future contacts. Providing a teacher or other school employee contacts an employer and learns the employer does not have a vacancy at that particular time, the teacher will arrange for future contacts. This may be only in the form of establishment of a specific date and time.

8. Regional office secretary calls employers. This system provides for a specific secretary to routinely call all informed employers for the purpose of soliciting information on job vacancies.

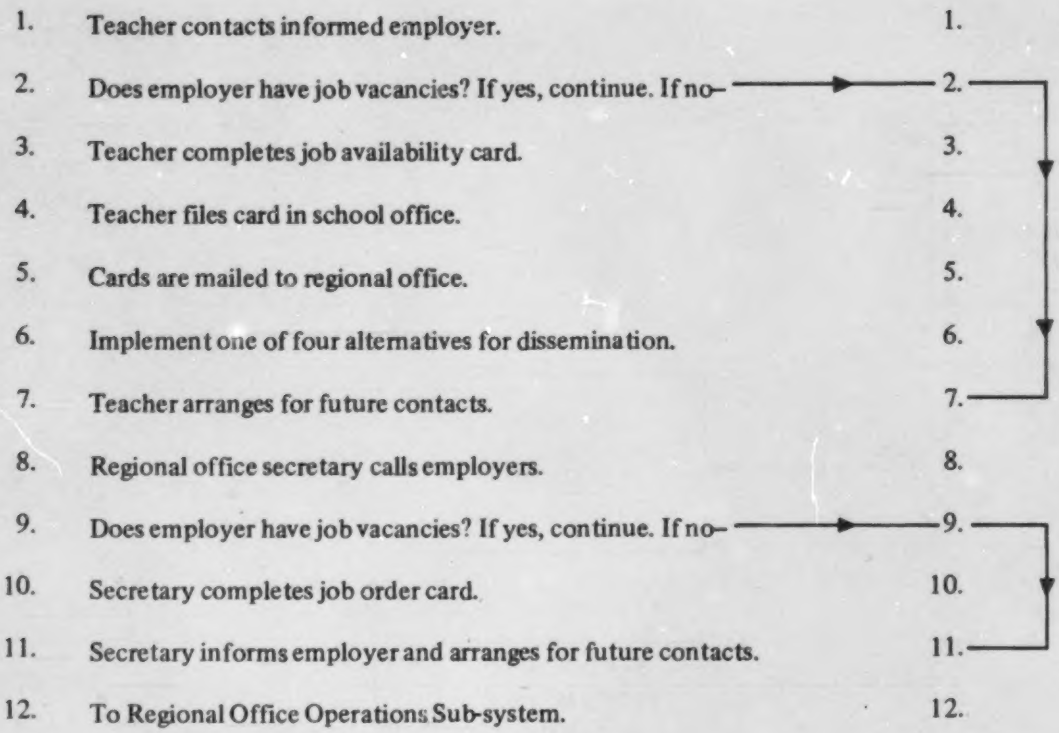
9. Does the employer have job vacancies? If yes, continue. If no, go to number 11.

10. The secretary completes the job order card. In this situation, the information will be disseminated in the order described format.

11. Secretary informs the employer and arranges for future contacts.

12. To regional Office Operations Sub-system.

PLACEMENT SYSTEM INPUT
JOB DEVELOPMENT
VERTICAL LINE FLOW MODEL

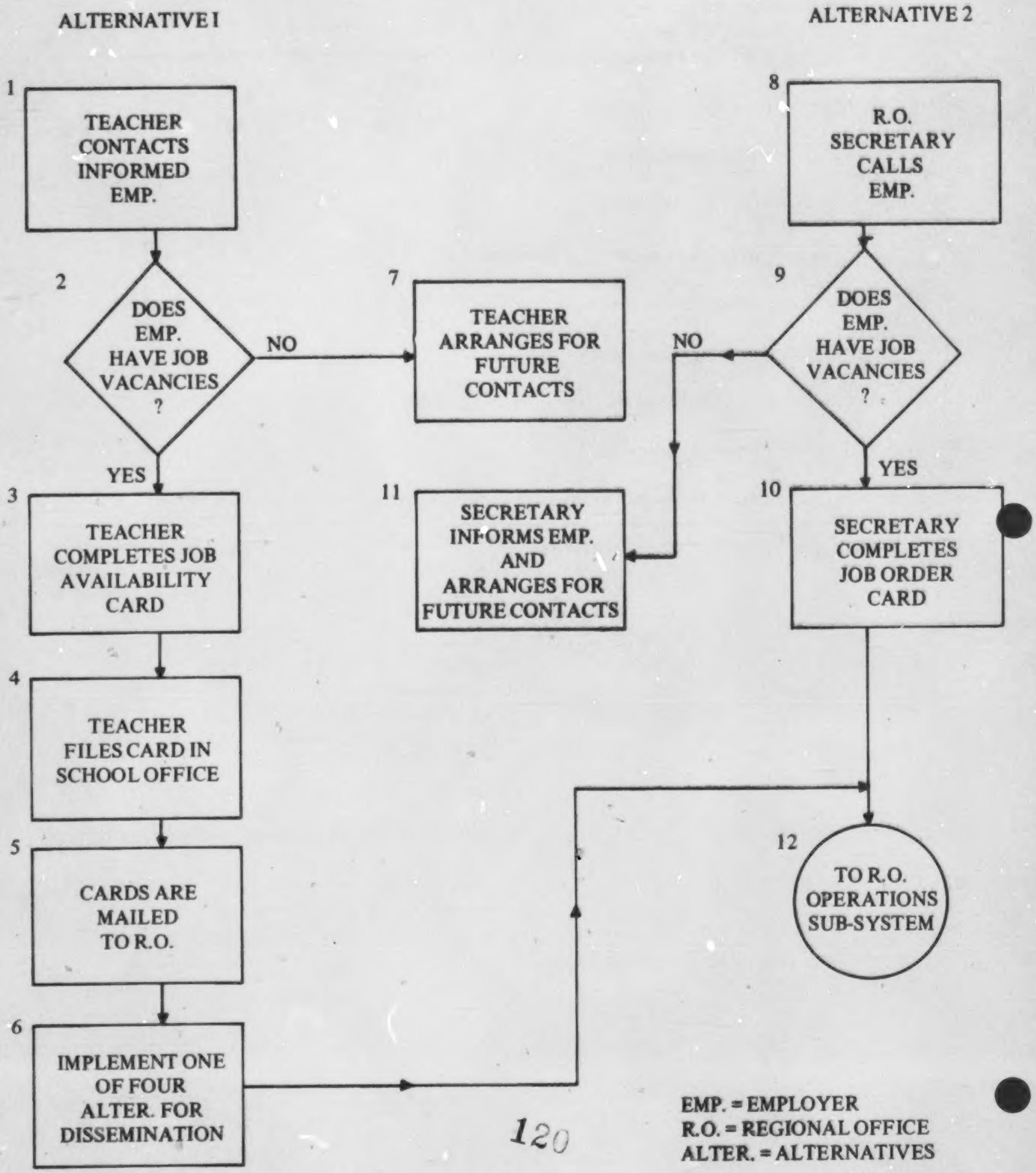


1. Teacher contacts informed employer. 1.
2. Does employer have job vacancies? If yes, continue. If no– 2.
3. Teacher completes job availability card. 3.
4. Teacher files card in school office. 4.
5. Cards are mailed to regional office. 5.
6. Implement one of four alternatives for dissemination. 6.
7. Teacher arranges for future contacts. 7.
8. Regional office secretary calls employers. 8.
9. Does employer have job vacancies? If yes, continue. If no– 9.
10. Secretary completes job order card. 10.
11. Secretary informs employer and arranges for future contacts. 11.
12. To Regional Office Operations Sub-system. 12.

TASK IDENTIFICATION CHART

TEACHER:	Contacts informed employer. Completes job availability card. Files card in school office. Arranges for future contacts.
LOCAL SCHOOL:	Mails cards to regional office.
REGIONAL OFFICE:	Implements one of four alternatives for dissemination.
REGIONAL OFFICE SECRETARY:	Calls employers. Completes job order card. Informs employer and arranges for future contacts.

JOB DEVELOPMENT FLOW CHART MODEL


ALTERNATIVE I
ALTERNATIVE 2
1
TEACHER CONTACTS INFORMED EMP.
2
DOES EMP. HAVE JOB VACANCIES ?
NO
YES
3
TEACHER COMPLETES JOB AVAILABILITY CARD
4
TEACHER FILES CARD IN SCHOOL OFFICE
5
CARDS ARE MAILED TO R.O.
6
IMPLEMENT ONE OF FOUR ALTER. FOR DISSEMINATION
7
TEACHER ARRANGES FOR FUTURE CONTACTS
8
R.O. SECRETARY CALLS EMP.
9
DOES EMP. HAVE JOB VACANCIES ?
NO
YES
10
SECRETARY COMPLETES JOB ORDER CARD
11
SECRETARY INFORMS EMP. AND ARRANGES FOR FUTURE CONTACTS
12
TO R.O. OPERATIONS SUB-SYSTEM
EMP. = EMPLOYER
R.O. = REGIONAL OFFICE
ALTER. = ALTERNATIVES

PLACEMENT SYSTEM INPUT
REGIONAL OFFICE OPERATING SUB-SYSTEM
ALTERNATIVE I HAND OPERATED
NARRATIVE DESCRIPTION MODEL

1. From Position Entry Sub-system.
2. The secretary files the job availability cards by occupation.
3. The secretary purges filled jobs from the list daily.
4. The secretary sorts the job availability cards.
5. At the end of the week the secretary types a list of jobs available.
6. The secretary sends a list to each school.
7. To information Distribution Sub-system.

VERTICAL LINE FLOW MODEL

1. From Position Entry Sub-system. 1.

2. Secretary files card by occupation. 2.

3. Secretary purges filled jobs from list. 3.

4. Secretary sorts cards. 4.

5. At end of week secretary types list. 5.

6. Secretary sends list to each school. 6.

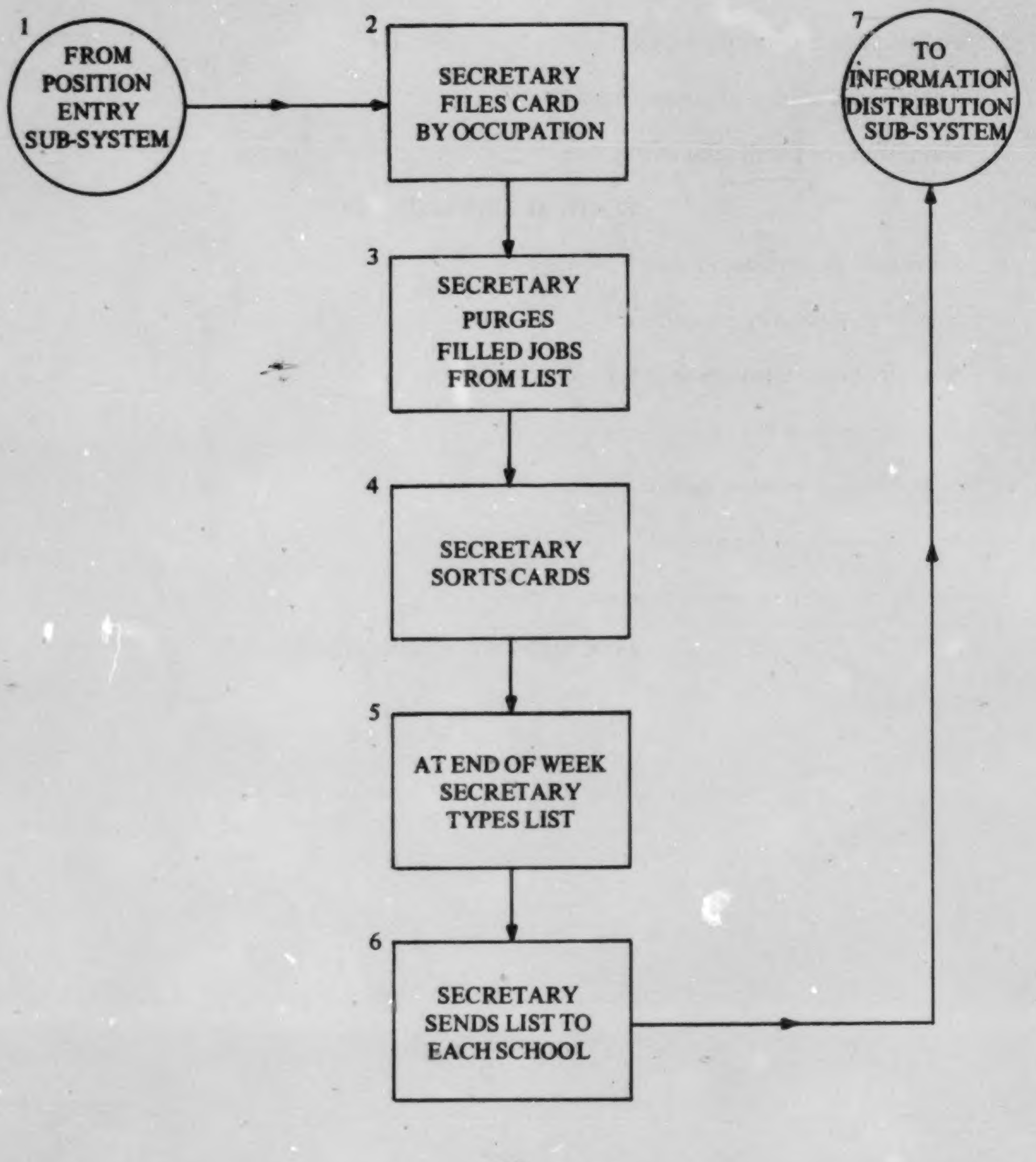
7. To Information Distribution Sub-system. 7.

TASK IDENTIFICATION CHART

SECRETARY:	Files card by occupation. Purges filled jobs from list. Sorts cards. Types list at end of week. Sends list to each school.

PLACEMENT SYSTEM
REGIONAL OFFICE OPERATING SUB-SYSTEM
ALTERNATIVE I HAND OPERATEL

FLOW CHART MODEL


1
FROM POSITION ENTRY SUB-SYSTEM
2
SECRETARY FILES CARD BY OCCUPATION
3
SECRETARY PURGES FILLED JOBS FROM LIST
4
SECRETARY SORTS CARDS
5
AT END OF WEEK SECRETARY TYPES LIST
6
SECRETARY SENDS LIST TO EACH SCHOOL
7
TO INFORMATION DISTRIBUTION SUB-SYSTEM

PLACEMENT SYSTEM INPUT
REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE II HAND SORT COMPUTER LIST
ALTERNATIVE III MACHINE SORT COMPUTER LIST
NARRATIVE DESCRIPTION MODEL

1. From Position Entry Sub-system.

2. The secretary key punches computer cards with code.

3. The secretary files job order and computer cards.

4. Is machine available to sort cards? If yes, continue. If no, go to number 8.

5. The machine sorts the cards.

6. The computer center prints a list.

7. The secretary sends a list to each school.

8. The secretary sorts cards.

9. To Information Distribution Sub-system.

VERTICAL LINE FLOW MODEL

1. From Position Entry Sub-system. 1.

2. Secretary key punches computer cards with code. 2.

3. Secretary files job order and computer cards. 3.

4. Is machine available to sord cards? If yes, continue, If no— → 4.

5. Machine sort cards. 5.

6. Computer center prints list. 6. ↓

7. Secretary sends list to each school. 7.

8. Secretary sorts cards. 8. ←

9. To Information Distribution Sub-system. 9.

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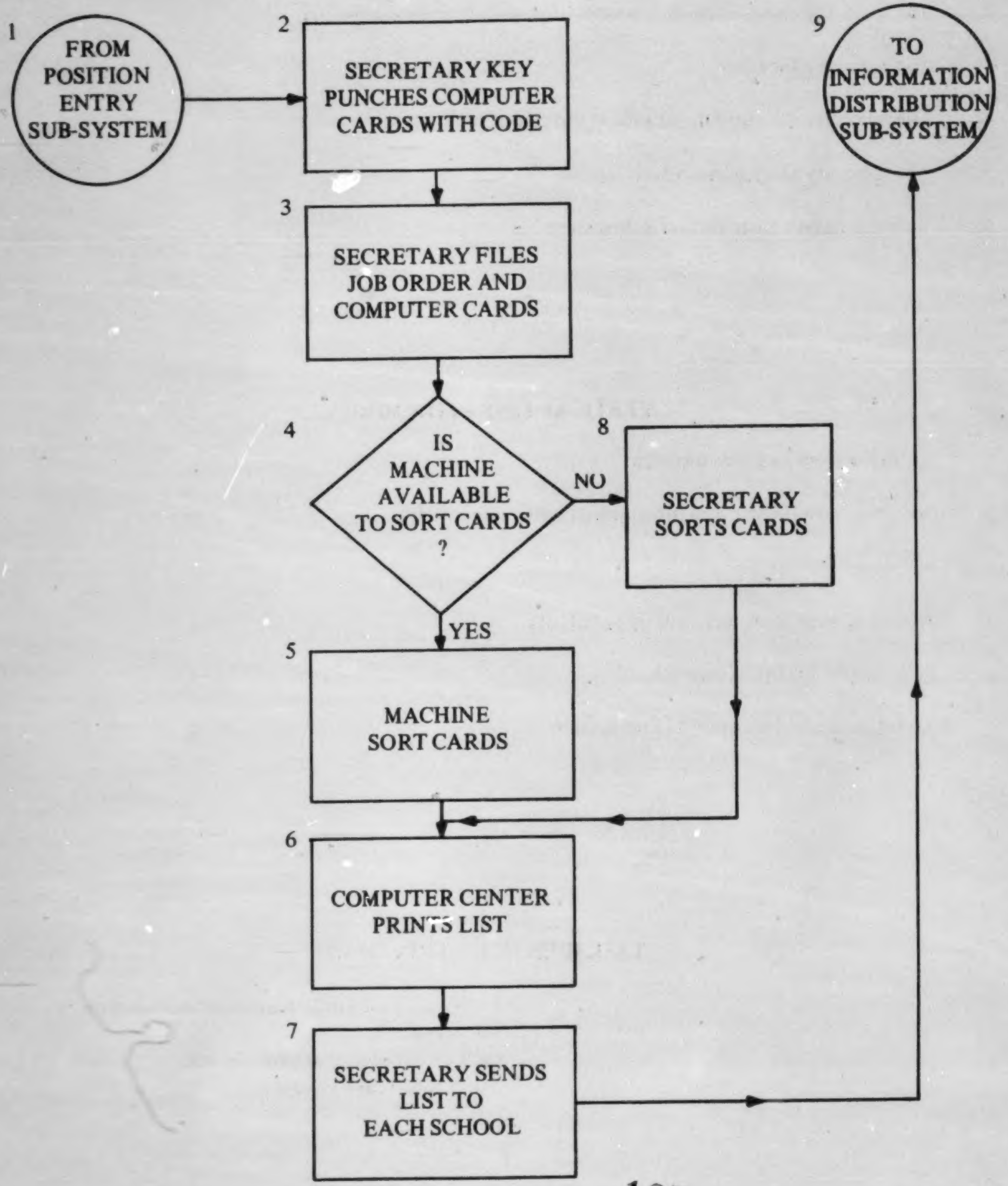
TASK IDENTIFICATION CHART

SECRETARY:	Key punches computer cards with code. Files job order and computer cards. Sends list to each school. Sorts cards.
MACHINE:	Sorts cards.
COMPUTER CENTER:	Prints list.

PLACEMENT SYSTEM
REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE II HAND SORT COMPUTER LIST
ALTERNATIVE III MARCHING SORT COMPUTER LIST
FLOW CHART MODEL


1
FROM POSITION ENTRY SUB-SYSTEM
2
SECRETARY KEY PUNCHES COMPUTER CARDS WITH CODE
3
SECRETARY FILES JOB ORDER AND COMPUTER CARDS
4
IS MACHINE AVAILABLE TO SORT CARDS ?
NO
YES
5
MACHINE SORT CARDS
6
COMPUTER CENTER PRINTS LIST
7
SECRETARY SENDS LIST TO EACH SCHOOL
8
SECRETARY SORTS CARDS
9
TO INFORMATION DISTRIBUTION SUB-SYSTEM

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PLACEMENT SYSTEM INPUT

REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE IV COMPUTER INTERACTIVE TERMINAL
NARRATIVE DESCRIPTION MODEL

1. From Position Entry Sub-system.
2. The secretary enters each card information with code into terminal.
3. The secretary files card.
4. The secretary calls up a list of jobs at the end of each week.
5. The secretary sends a list to each school.
6. To Information Distribution Sub-system.

VERTICAL LINE FLOW MODEL

1. From Position Entry Sub-system. 1.

2. Secretary enters each card information with code into terminal. 2.

3. Secretary files card. 3.

4. At end of week secretary calls up list of jobs. 4.

5. Secretary sends list to each school. 5.

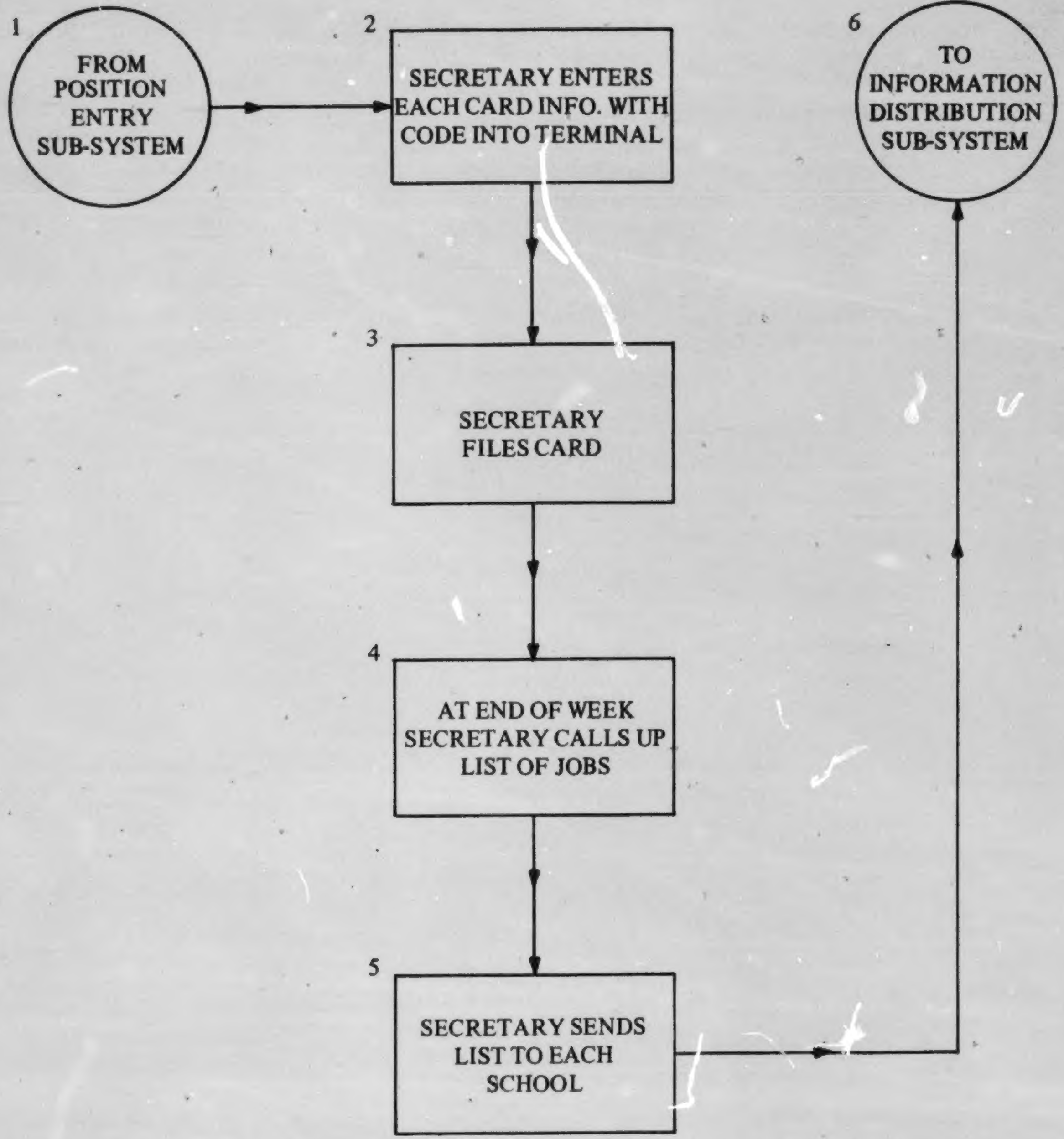
6. To Information Distribution Sub-system. 6.

TASK IDENTIFICATION CHART

SECRETARY:	Enters each card information with code into terminal. Files card. Calls up list of jobs at end of week. Sends list to each school.

PLACEMENT SYSTEM
REGIONAL OFFICE OPERATIONS SUB-SYSTEM
ALTERNATIVE IV COMPUTER INTERACTIVE TERMINAL

FLOW CHART MODEL


1
FROM POSITION ENTRY SUB-SYSTEM
2
SECRETARY ENTERS EACH CARD INFO. WITH CODE INTO TERMINAL
3
SECRETARY FILES CARD
4
AT END OF WEEK SECRETARY CALLS UP LIST OF JOBS
5
SECRETARY SENDS LIST TO EACH SCHOOL
6
TO INFORMATION DISTRIBUTION SUB-SYSTEM

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INFO. = INFORMATION

PLACEMENT SYSTEM INPUT
LOCAL SCHOOL INFORMATION DISSEMINATION
NARRATIVE DESCRIPTION MODEL

1. From Regional Office Operations System.
2. Administrator receives list. The local school administrator will receive, on a given date, the list of all jobs reported to the regional office as being available on that given date.
3. The administrator separates the list by program area.
4. The administrator distributes the lists in the local school. Each skill area teacher will receive a list of job vacancies within his or her instructional area.
5. The teacher and/or counselor reviews the list.
6. The information is made available to the students. The teacher and counselor will select the student that meets the qualifications specified in the job description. The information must be made available to all students meeting the minimum requirements for the job.
7. Out. This is the end of the Local School Job Information Dissemination System.

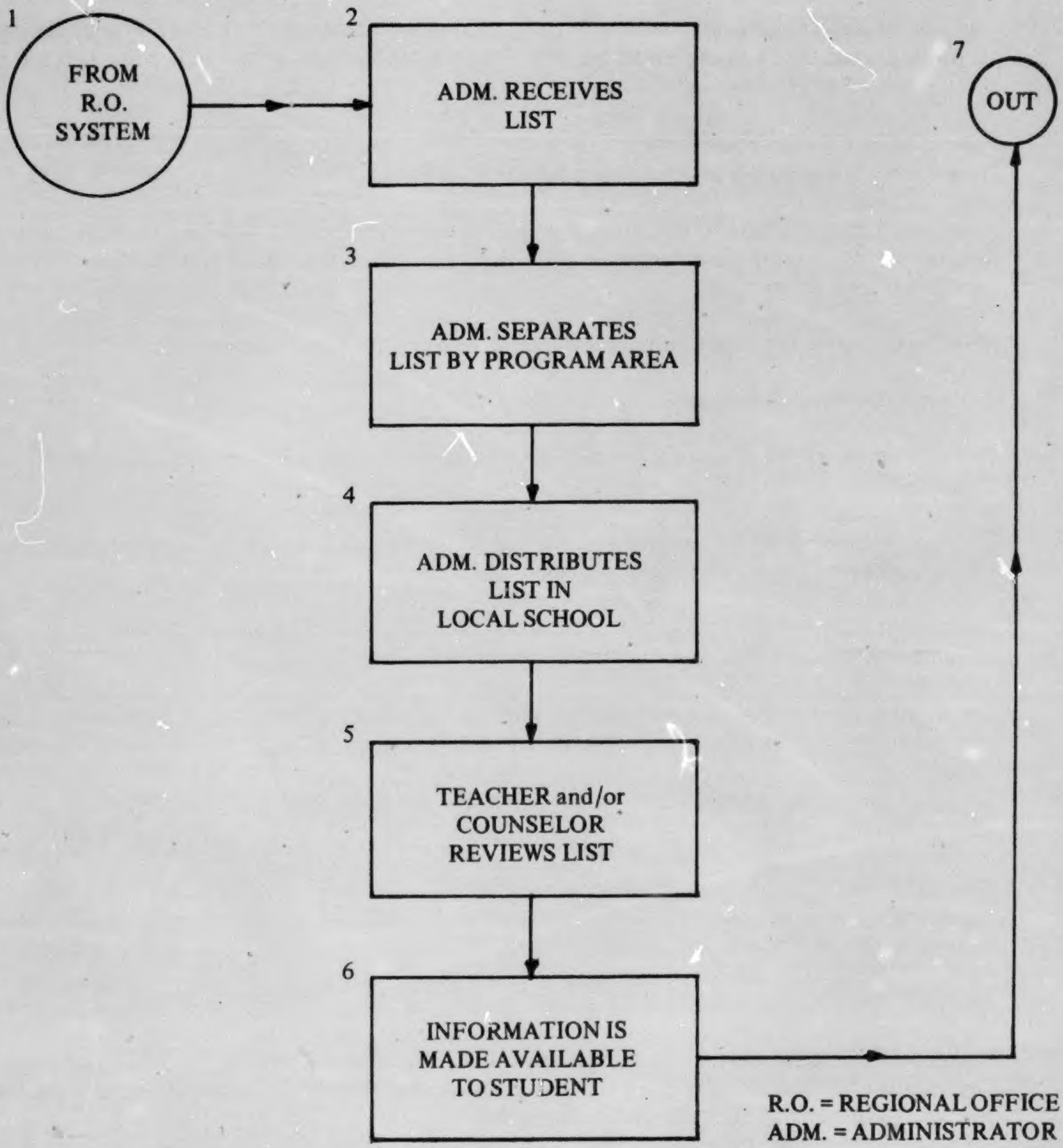
VERTICAL LINE FLOW MODEL

1. From Regional Office System. 1.
2. Administrator receives list. 2.
3. Administrator separates list by program area. 3.
4. Administrator distributes list in local school. 4.
5. Teacher and/or counselor reviews list. 5.
6. Information is made available to students. 6.
7. Out. 7.

TASK IDENTIFICATION CHART

ADMINISTRATOR:	Receives list. Separates list by program area. Distributes list in local school.
TEACHER and/or COUNSELOR:	Receives list. Makes information available to students.

JOB PLACEMENT SUB-SYSTEM
LOCAL SCHOOL INFORMATION DISSEMINATION
FLOW CHART MODEL


1
FROM R.O. SYSTEM
2
ADM. RECEIVES LIST
3
ADM. SEPARATES LIST BY PROGRAM AREA
4
ADM. DISTRIBUTES LIST IN LOCAL SCHOOL
5
TEACHER and/or COUNSELOR REVIEWS LIST
6
INFORMATION IS MADE AVAILABLE TO STUDENT
7
OUT

R.O. = REGIONAL OFFICE
ADM. = ADMINISTRATOR

PLACEMENT OPERATIONS SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Student Preparation Sub-system.

2. The determination is made that the student is about ready for an initial career position. The teacher, counselor, administrator and any other pertinent individual may play a vital role in this decision.

3. The teacher and/or counselor conducts an exit interview with the student. During this interview, it will be learned what the student's plans are, and if the student possesses the competencies required for success in his or her planned career.

4. From Career Placement Sub-system. This system provides avenues for many alternatives available to the student upon exiting from a vocational education program

5. A determination is made if the student seeks employment, continued education or other career alternatives. The teacher and counselor must work together in order to advise the student correctly relative to career alternatives.

6. Does the student seek public employment? If no, continue. If yes, go to number 8.

7. To Career Placement Sub-system.

8. The teacher notes the student's record. The notation will reflect the students decision on career placement.

9. The teacher completes the student referral and placement card. This card is a means of officially rendering the student eligible for job placement.

10. The teacher forwards the card to the local school placement and follow-up activities coordinator. This person may be the principal, coordinator, counselor or another teacher.

11. The coordinator files the student availability card. This file must be maintained in a central local and be available to all school personnel having input to the Placement and Follow-up System.

12. The State Employment Service interviewer checks the file. This check schedule is determined by the need of the local school.

13. The State Employment Service interviewer checks and discusses the student and employment opportunities with the teacher. This is done prior to the interview with the student. During this meeting with the teacher, the interviewer will learn of the students employment potential with attributes and detriments.

14. The determination is made if additional placement activities are needed. The teacher, counselor and interviewer will decide if the student has potential for placement through the efforts of the State Employment Service. If it is decided that other activities are required prior to placing the student, the teacher and counselor will explore other alternatives.

15. Are other activities needed? If yes, continue. If no, go to number 18.

16. The teacher and/or counselor seeks employment opportunities information.

17. To Teacher Placement System.

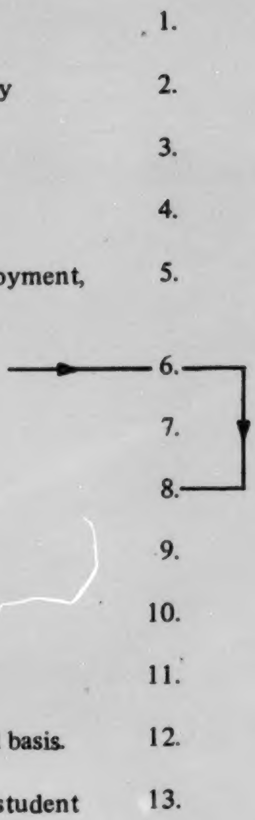
18. The State Employment Service interviewer interviews the student. During this session, the interviewer will learn what the student is seeking and gain a personal insight into what service will be required to assist the student in achieving his or her aspiration level.

19. The student completes the State Employment Service application for job placement service.

20. To State Employment Service Operating System. A complete description of the procedure is described in that system.

PLACEMENT OPERATIONS SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
VERTICAL LINE FLOW MODEL

1. From Student Preparation Sub-system.
2. Teacher and/or counselor determines that student is about ready for initial career position.
3. Teacher and/or counselor has exit interview with student.
4. From Career Placement Sub-system.
5. Teacher and/or counselor determines if students seek employment, continued education or other career alternatives.
6. Does student seek public employment? If no, continue. If yes–
7. To Career Placement Sub-system.
8. Teacher notes student card.
9. Teacher completes students referral and placement card.
10. Teacher forwards card to coordinator.
11. Coordinator files student referral and placement card.
12. State Employment Service interviewer checks file on scheduled basis.
13. State Employment Service interviewer checks and discusses student and employment opportunities with teacher.



14. Teacher and/or counselor determines if additional placement activities are needed. 14.

15. Are other activities needed? If yes, continue. If no-- 15.

16. Teacher and/or counselor seeks employment opportunity information. 16.

17. To Teacher Placement System. 17.

18. State Employment Service interviewer interviews student. 18.

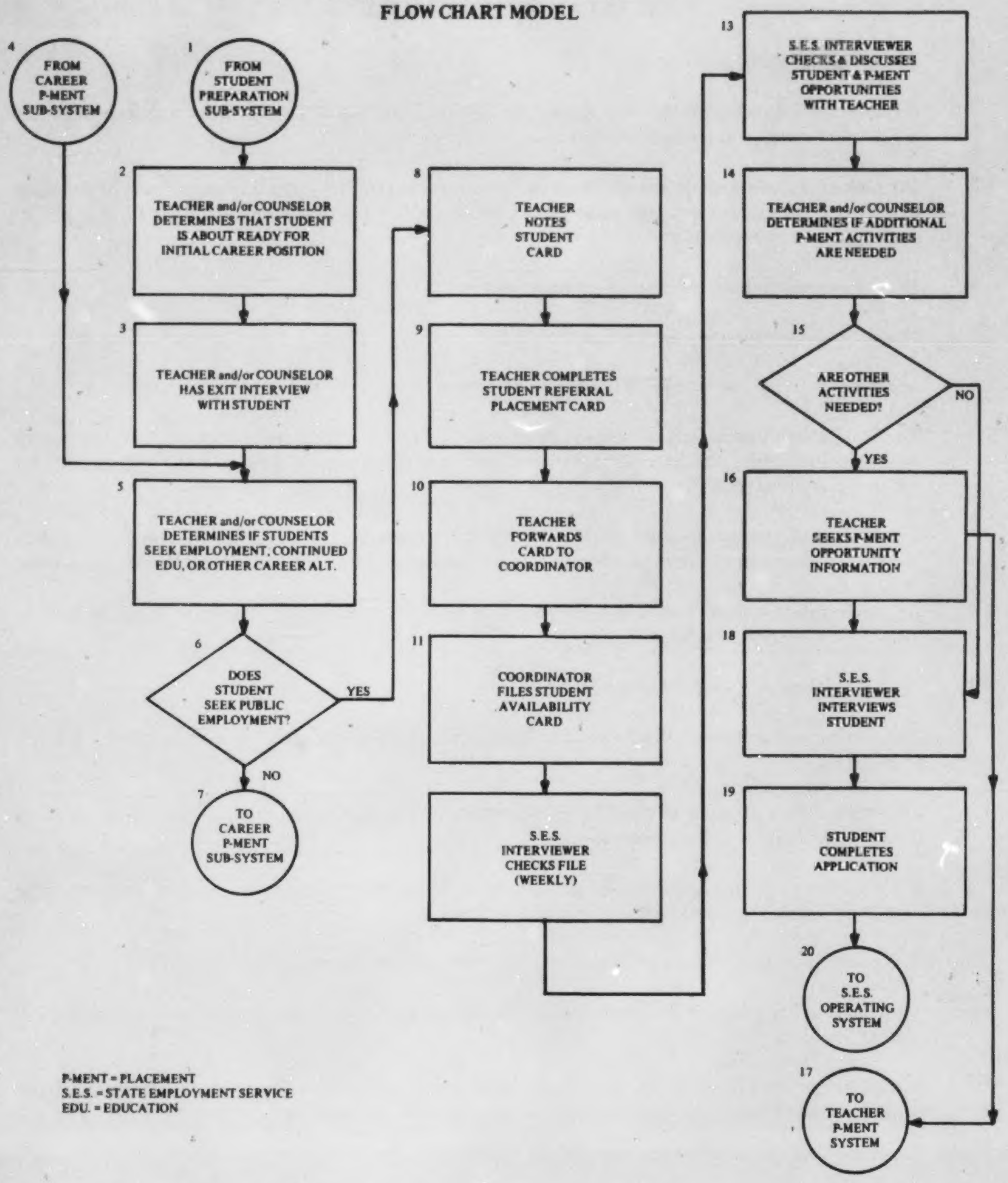
19. Student completes application. 19.

20. To State Employment Service Operating System. 20.

PLACEMENT OPERATIONS SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
TASK IDENTIFICATION CHART

TEACHER and/or COUNSELOR:	Determines that student is about ready for initial career position. Has exit interview with student. Determines if students seek employment, continued education or other career alternatives. Determines if additional placement activities are needed. Seeks employment opportunity information.
TEACHER:	Notes student card. Completes student availability card. Forwards card to coordinator.
COORDINATOR:	Files student availability card.
STATE EMPLOYMENT SERVICE INTERVIEWER:	Checks file on scheduled basis. Checks and discusses student and employment opportunities with teacher. Interviews student.
STUDENT:	Completes application.

PLACEMENT OPERATION SUB-SYSTEM
STUDENT AVAILABILITY SYSTEM
FLOW CHART MODEL


1
FROM STUDENT PREPARATION SUB-SYSTEM
2
TEACHER and/or COUNSELOR DETERMINES THAT STUDENT IS ABOUT READY FOR INITIAL CAREER POSITION
3
TEACHER and/or COUNSELOR HAS EXIT INTERVIEW WITH STUDENT
4
FROM CAREER P-MENT SUB-SYSTEM
5
TEACHER and/or COUNSELOR DETERMINES IF STUDENTS SEEK EMPLOYMENT, CONTINUED EDU, OR OTHER CAREER ALT.
6
DOES STUDENT SEEK PUBLIC EMPLOYMENT?
YES
NO
7
TO CAREER P-MENT SUB-SYSTEM
8
TEACHER NOTES STUDENT CARD
9
TEACHER COMPLETES STUDENT REFERRAL PLACEMENT CARD
10
TEACHER FORWARDS CARD TO COORDINATOR
11
COORDINATOR FILES STUDENT AVAILABILITY CARD
S.E.S. INTERVIEWER CHECKS FILE (WEEKLY)
13
S.E.S. INTERVIEWER CHECKS & DISCUSSES STUDENT & P-MENT OPPORTUNITIES WITH TEACHER
14
TEACHER and/or COUNSELOR DETERMINES IF ADDITIONAL P-MENT ACTIVITIES ARE NEEDED
15
ARE OTHER ACTIVITIES NEEDED?
NO
YES
16
TEACHER SEEKS P-MENT OPPORTUNITY INFORMATION
18
S.E.S. INTERVIEWER INTERVIEWS STUDENT
19
STUDENT COMPLETES APPLICATION
20
TO S.E.S. OPERATING SYSTEM
17
TO TEACHER P-MENT SYSTEM

P-MENT = PLACEMENT
S.E.S. = STATE EMPLOYMENT SERVICE
EDU. = EDUCATION

PLACEMENT OPERATIONS SYSTEM
STATE EMPLOYMENT SERVICE PLACEMENT SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Job Placement Sub-system.

2. From State Employment Service Operating System. The input to this system comes from the procedure described in both of the above named systems.

3. Job seekers complete applications. These are people seeking employment through referral by the State Employment Service. The application is an official request for placement assistance service, not an application for a specific job.

4. The interviewer reviews application for employment.

5. The interviewer interviews the applicants.

6. Are there applications that match the job specifications? If no, continue. If yes, go to number 8.

7. The State Employment Service does job development. Providing there are no jobs available that match the applicant's skills, the State Employment Service will attempt to develop a job opportunity for which the applicant qualifies.

8. The interviewer reviews microfiche. The interviewer will continue to check the microfiche daily in an attempt to locate an available position within the perimeter of the applicant's employment potential.

9. Are there jobs available that match the student's competencies? If yes, continue. If no, go back to number 7 and repeat numbers 7 and 8.

10. The interviewer matches job to applicant.

11. The interviewer selects applicant(s). The interviewer must select all applicants that meet the job requirements.

12. The interviewer calls applicant(s). The interviewer may all all applicants with the specified skills to find if they are still interested in employment.

13. The interviewer refers applicant(s) to the employer. There may be one or more people referred to the employer. This will depend on the desires of the employers.

14. The interviewer does job follow-up to find if the applicant(s) was employed.

15. Does the employer accept the applicant? If yes, continue. If no, go back to number 4 and repeat the system.

16. The employer sends card back to the State Employment Service. The "card" is the applicant referral card, which the employer completes and returns upon hiring the applicant.

17. The State Employment Service closes the job order.

18. The State Employment Service interviewer notifies the teacher that the student was hired.

19. Out.

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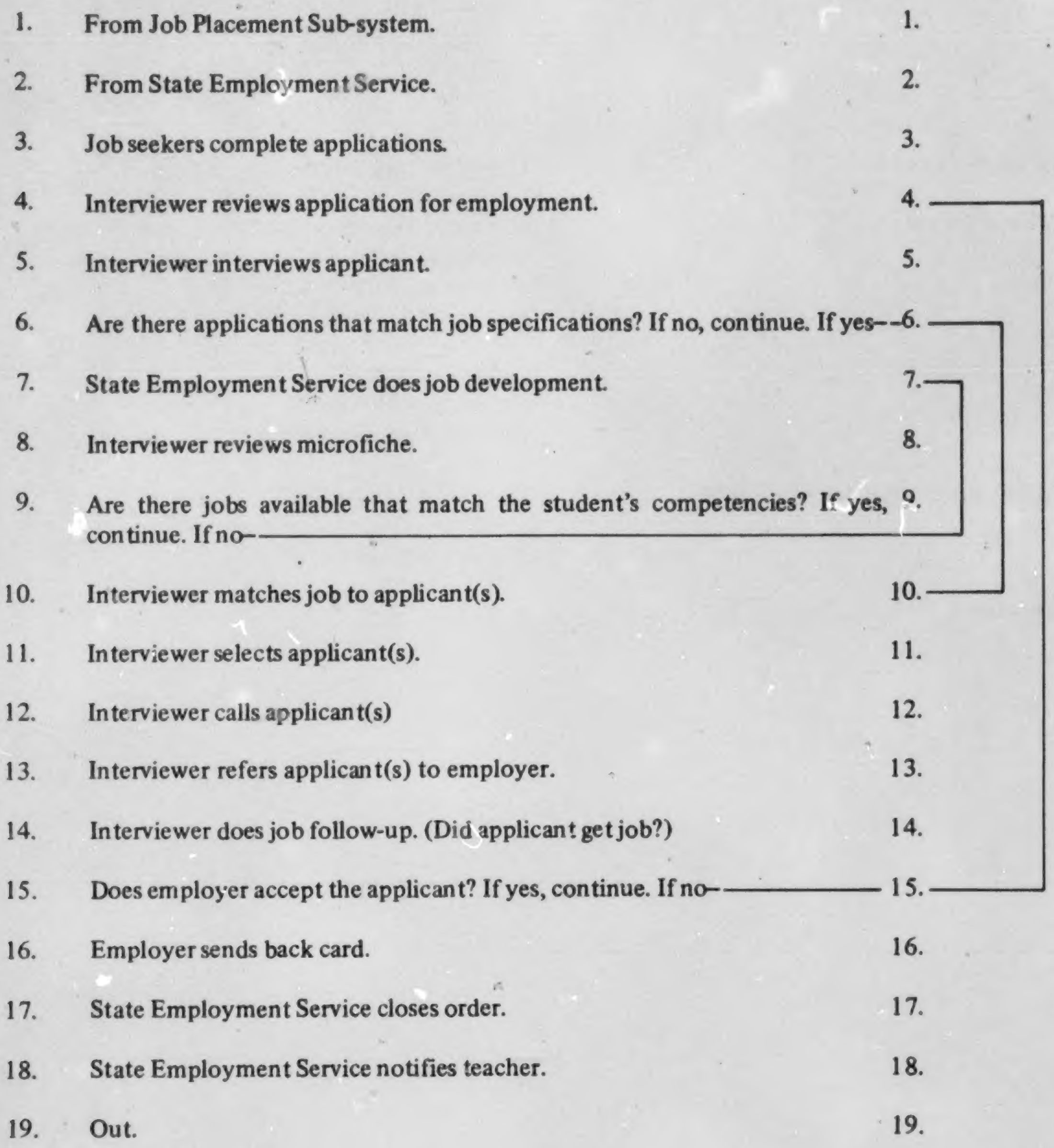
PLACEMENT OPERATIONS SYSTEM
STATE EMPLOYMENT SERVICE PLACEMENT SUB-SYSTEM
VERTICAL LINE FLOW MODEL

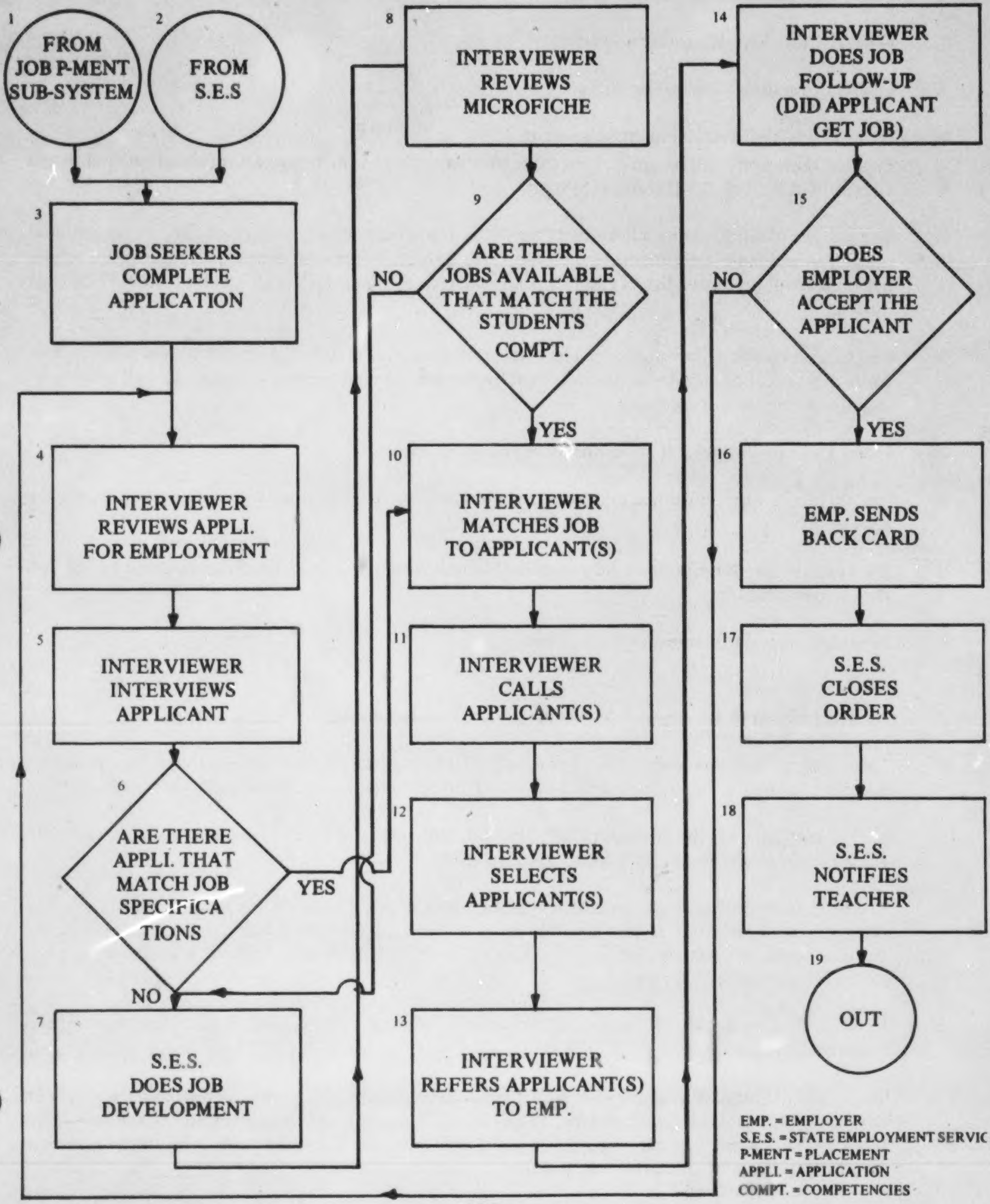


1. From Job Placement Sub-system. 1.
2. From State Employment Service. 2.
3. Job seekers complete applications. 3.
4. Interviewer reviews application for employment. 4.
5. Interviewer interviews applicant. 5.
6. Are there applications that match job specifications? If no, continue. If yes—6.
7. State Employment Service does job development. 7.
8. Interviewer reviews microfiche. 8.
9. Are there jobs available that match the student's competencies? If yes, continue. If no— 9.
10. Interviewer matches job to applicant(s). 10.
11. Interviewer selects applicant(s). 11.
12. Interviewer calls applicant(s) 12.
13. Interviewer refers applicant(s) to employer. 13.
14. Interviewer does job follow-up. (Did applicant get job?) 14.
15. Does employer accept the applicant? If yes, continue. If no— 15.
16. Employer sends back card. 16.
17. State Employment Service closes order. 17.
18. State Employment Service notifies teacher. 18.
19. Out. 19.

PLACEMENT OPERATIONS SYSTEM
STATE EMPLOYMENT SERVICE PLACEMENT SUB-SYSTEM
TASK IDENTIFICATION CHART

JOB SEEKERS:	Complete applications.
INTERVIEWER:	Reviews applications for employment. Interviews applicant. Reviews microfiche. Matches job to applicant(s). Selects applicant(s). Calls applicant(s). Refers applicant(s). Does job follow-up (did applicant get job).
STATE EMPLOYMENT SERVICE:	Does job development Closes order. Notifies teacher.
EMPLOYER:	Sends back card.

PLACEMENT OPERATIONS SYSTEM
S.E.S. PLACEMENT SUB-SYSTEM
FLOW CHART MODEL


1
FROM JOB P-MENT SUB-SYSTEM
2
FROM S.E.S
3
JOB SEEKERS COMPLETE APPLICATION
4
INTERVIEWER REVIEWS APPLI. FOR EMPLOYMENT
5
INTERVIEWER INTERVIEWS APPLICANT
6
ARE THERE APPLI. THAT MATCH JOB SPECIFICA TIONS
YES
NO
7
S.E.S. DOES JOB DEVELOPMENT
8
INTERVIEWER REVIEWS MICROFICHE
9
ARE THERE JOBS AVAILABLE THAT MATCH THE STUDENTS COMPT.
NO
YES
10
INTERVIEWER MATCHES JOB TO APPLICANT(S)
11
INTERVIEWER CALLS APPLICANT(S)
12
INTERVIEWER SELECTS APPLICANT(S)
13
INTERVIEWER REFERS APPLICANT(S) TO EMP.
14
INTERVIEWER DOES JOB FOLLOW-UP (DID APPLICANT GET JOB)
15
DOES EMPLOYER ACCEPT THE APPLICANT
NO
YES
16
EMP. SENDS BACK CARD
17
S.E.S. CLOSES ORDER
18
S.E.S. NOTIFIES TEACHER
19
OUT

EMP. = EMPLOYER
S.E.S. = STATE EMPLOYMENT SERVICE
P-MENT = PLACEMENT
APPLI. = APPLICATION
COMPT. = COMPETENCIES

PLACEMENT OPERATIONS SUB-SYSTEM
TEACHER PLACEMENT SYSTEM
NARRATIVE DESCRIPTION MODEL

1. From Student Availability Procedure.

2. From Position Identification Sub-system.

3. From Information Distribution Sub-system.

4. From Teacher Job Development Sub-system.
Each of these four entries are derived from another system, which provides information vital to the operation of the Teacher Placement System.

5. The teacher identified known informed employers. Upon reaching a decision that a student is prepared for and is seeking employment, the teacher, with assistance from the counselor and/or other school personnel, will produce a list of employers known to be aware of the Vocational Education Placement System.

6. The teacher contacts the employer. The teacher or counselor may initiate the employer contact. This contact is in reality, job development, whereby the teacher and/or counselor actually call employers for information on job vacancies.

7. Is employment available? If no, continue. If yes, go to number 16.

8. Are there any other informed employers? If no, continue. If yes, return to number 6 and repeat the system.

9. To Teacher Job Development Sub-system. The job development is described in detail in the Job Development System.

10. From Information Distribution Sub-system.

11. From other sources.
Numbers 10 and 11 are designed to provide job availability information for the system.

12. The student identifies desire job opportunity. Utilizing the information generated by operations number 10 and number 11, the student will select job opportunities he or she desires to pursue.

13. The student discusses the job opportunity. The student will have the privilege of discussing the job with whomever he or she desires prior to initiating a contact.

14. The teacher determines if the student is qualified for the job. The teacher is the only person who can make the decision if the student is within range of qualifying for the job description. Examples: the teacher would not recommend for an executive secretarial position, a student who had only completed one semester of typing.

15. Does the student qualify? If no, return to number 12 and repeat the system. If yes, return to number 6 and repeat the system.

16. The teacher informs the employer about the student. Number 16 is generated from decision block number 7, which states "is employment available?" If yes, proceed to number 16. At this point, the teacher is in contact with the employer, a job is available, therefore the teacher informs the employer about the student(s) qualified for the position.

PLACEMENT OPERATIONS SUB-SYSTEM
TEACHER PLACEMENT SYSTEM
TASK IDENTIFICATION CHART

TEACHER:	Identifies known-informed employers.
	Contacts employer.
	Determines if student qualifies for job.
	Informs employer about student.
	Informs student about job.
	Updates student record.
	Informs Regional Office.
	Updates student record.
	Determines if other students fit job needs.
	Reminds employer of placement system.
	Determines if employer wants to enter system.
STUDENT:	Identified desired job opportunity.
	Discusses job opportunity.
	Informs teacher.
STUDENT AND EMPLOYER:	Get together for interview.

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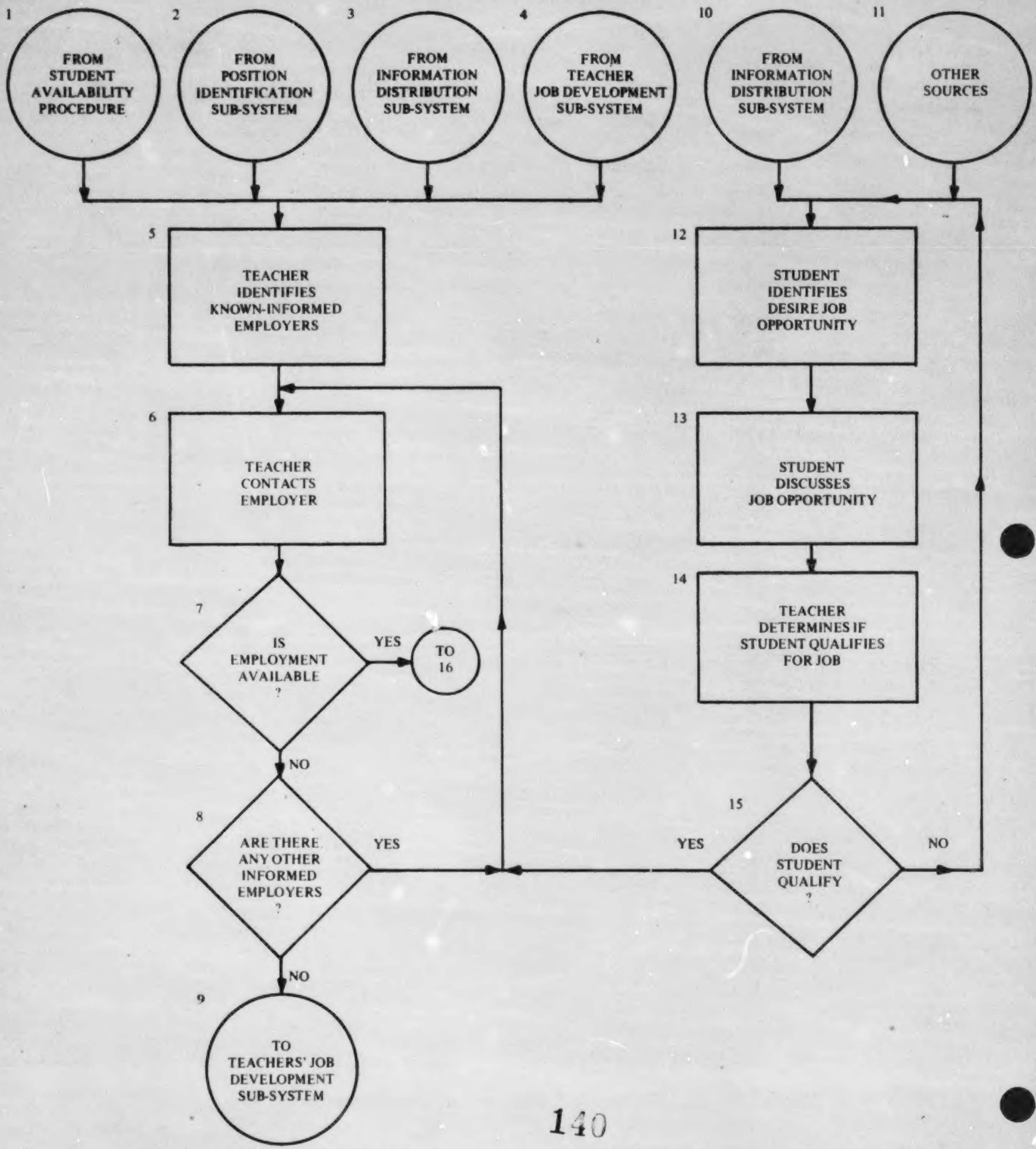
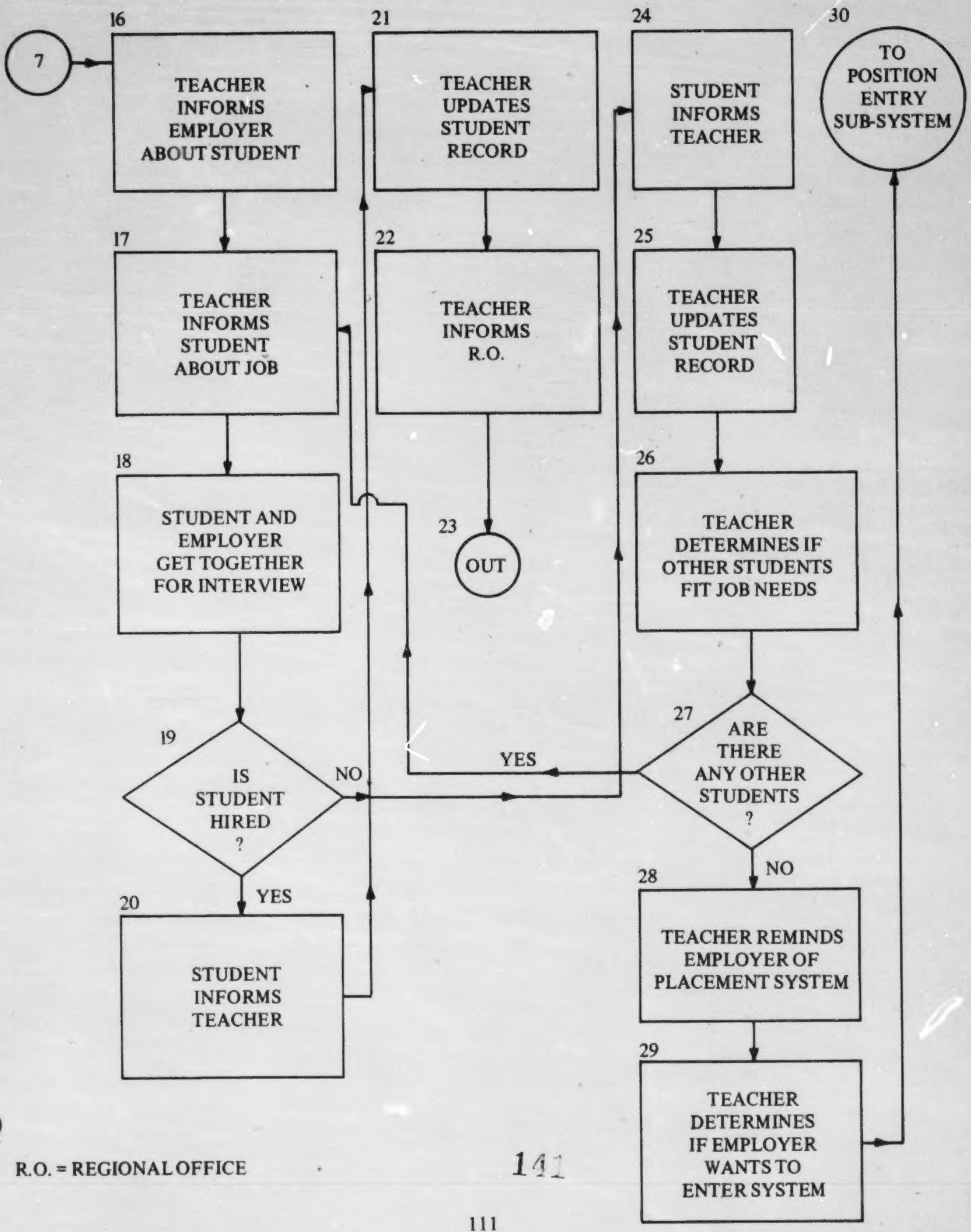
PLACEMENT OPERATIONS SUB-SYSTEM
TEACHER PLACEMENT SYSTEM
FLOW CHART MODEL



1
FROM STUDENT AVAILABILITY PROCEDURE
2
FROM POSITION IDENTIFICATION SUB-SYSTEM
3
FROM INFORMATION DISTRIBUTION SUB-SYSTEM
4
FROM TEACHER JOB DEVELOPMENT SUB-SYSTEM
10
FROM INFORMATION DISTRIBUTION SUB-SYSTEM
11
OTHER SOURCES
5
TEACHER IDENTIFIES KNOWN-INFORMED EMPLOYERS
12
STUDENT IDENTIFIES DESIRE JOB OPPORTUNITY
6
TEACHER CONTACTS EMPLOYER
13
STUDENT DISCUSSES JOB OPPORTUNITY
14
TEACHER DETERMINES IF STUDENT QUALIFIES FOR JOB
7
IS EMPLOYMENT AVAILABLE ?
YES
TO 16
NO
8
ARE THERE ANY OTHER INFORMED EMPLOYERS ?
YES
15
YES
DOES STUDENT QUALIFY ?
NO
NO
9
TO TEACHERS' JOB DEVELOPMENT SUB-SYSTEM


7
16
TEACHER INFORMS EMPLOYER ABOUT STUDENT
17
TEACHER INFORMS STUDENT ABOUT JOB
18
STUDENT AND EMPLOYER GET TOGETHER FOR INTERVIEW
19
IS STUDENT HIRED ?
NO
YES
20
STUDENT INFORMS TEACHER
21
TEACHER UPDATES STUDENT RECORD
22
TEACHER INFORMS R.O.
23
OUT
24
STUDENT INFORMS TEACHER
25
TEACHER UPDATES STUDENT RECORD
26
TEACHER DETERMINES IF OTHER STUDENTS FIT JOB NEEDS
27
ARE THERE ANY OTHER STUDENTS ?
YES
NO
28
TEACHER REMINDS EMPLOYER OF PLACEMENT SYSTEM
29
TEACHER DETERMINES IF EMPLOYER WANTS TO ENTER SYSTEM
30
TO POSITION ENTRY SUB-SYSTEM

R.O. = REGIONAL OFFICE

FOLLOW-UP SYSTEM
INITIAL FOLLOW-UP SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start initial follow-up.

2. The regional office staff reviews and revises the questionnaire as needed.

3. The regional office staff reviews and revises the cover letter as needed.

4. The regional office staff sends cover letter, questionnaire and instructions to the teacher.

5. All vocational education personnel awaits scheduled time for follow up procedure initiation.

6. The regional office staff sends summary form to the teacher.

7. The teacher identifies all former students for current follow-up.

8. The teacher reviews the addresses of those former students to be followed up.

9. If necessary, the teacher or with student help, address envelopes.

10. The teacher prepares the envelopes for mailing. If necessary, student help may be utilized.

11. Vocational education personnel determines if optional notification card is needed. If it is determined that the student is aware of the follow-up and the notification card is not needed, go to number 17.

12. Is notification card needed? If yes, continue. If no, go to number 17.

13. Vocational education personnel, teacher or administrator at the local school level notifies the regional office.

14. The regional office staff sends cards to the teacher.

15. The teacher or student help addresses the cards.

16. The teacher mails the cards five days prior to mailing the follow-up questionnaire.

17. The teacher determines the method and sequence of contact (mail, telephone, personal, etc.) The teacher does not need to mail a questionnaire providing that all information required is available through other sources.

18. Is initial contact by mail? If no, continue. If yes, go to number 23.

19. The teacher attempts personal contact. The teacher may know where the student is and what the job description is. In this event, personal contact will suffice.

20. Is contact successful? If no, continue. If yes, go to number 46.

21. The teacher attempts telephone contact. The teacher may know where the student lives, but not be sure of the current work status, thus a phone call would suffice.

22. Is contact successful? If no, continue. If yes, go to number 46.

23. The teacher mails the follow-up questionnaire.

24. The teacher waits ten days for the return of the questionnaire.

25. Is the questionnaire returned? If no, continue. If yes, go to number 31.

26. The teacher determines if the mail got to the student. If it was not returned, it must be assumed that it got through.

27. Did the mail get through? If no, continue. If yes, go to number 31.

28. The teacher may utilize any method of locating the student.

29. The teacher may check the school record, ask parents, relatives or friends of former students.

30. Is this successful? If no, go to number 47. If yes, go to number 9.

31. The teacher mails reminder card. At this point, the teacher will have found the student's current address, thus the reminder card may produce a completed questionnaire.

32. The teacher waits ten days to see if questionnaire is returned.

33. Is questionnaire returned? If no, continue. If yes, go to number 46.

34. Is former student's address local? If yes, continue. If no, go to number 31.

35. The teacher attemps telephone contact.

36. Is this successful? If no, continue. If yes, go to number 46.

37. The teacher attempts personal contact.

38. Is this successful? If no, continue. If yes, go to number 46.

39. The teacher determines if additional mailing is needed.

40. Is additional mailing needed? If yes, continue. If no, go to number 47.

41. The teacher prepares another cover letter.

42. The teacher or student help prepares envelopes and contents.

43. The teacher or student help address envelopes.

44. The teacher mails the follow-up envelope.

45. Is the questionnaire returned? If yes, go to number 46. If no, go to number 47.

46. The former student answers the questions and returns the questionnaire to the teacher.

47. The teacher updates the student record.

48. The teacher checks and determines the return rate.

49. Is the rate high enough? If no, continue. If yes, go to number 51.

50. The teacher attemps everything that might increase the rate of return.

51. The teacher does the final update on the student record.

52. The teacher refiles the student record.

53. The teacher compiles the class information from questionnaire.

54. To data processing alternative.

FOLLOW-UP SYSTEM
INITIAL FOLLOW-UP SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Start initial follow-up. 1.

2. Regional office reviews and revises follow up questionnaire. 2.

3. Regional office reviews and revises sample cover letter. 3.

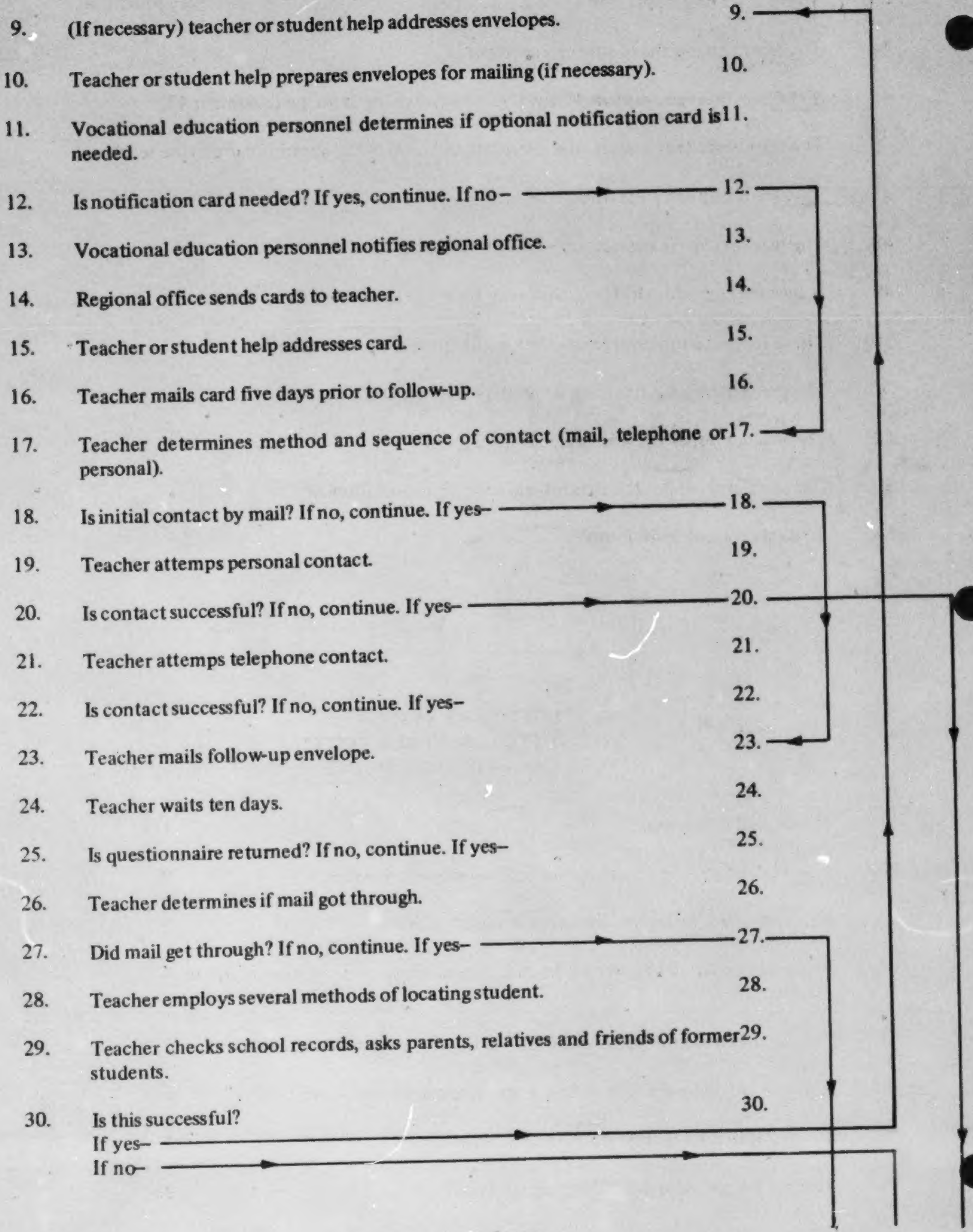
4. Regional office sends cover letters, instructions and questionnaire to teacher. 4.

5. Vocational education personnel waits for the appropriate scheduled date. 5.

6. Regional office forwards summary form to teacher (alternative 1). 6.

7. Teacher identifies former students for follow-up. 7.

8. Teacher reviews addresses of former students. 8.



9. (If necessary) teacher or student help addresses envelopes.

10. Teacher or student help prepares envelopes for mailing (if necessary).

11. Vocational education personnel determines if optional notification card is needed.

12. Is notification card needed? If yes, continue. If no–

13. Vocational education personnel notifies regional office.

14. Regional office sends cards to teacher.

15. Teacher or student help addresses card.

16. Teacher mails card five days prior to follow-up.

17. Teacher determines method and sequence of contact (mail, telephone or personal).

18. Is initial contact by mail? If no, continue. If yes–

19. Teacher attemps personal contact.

20. Is contact successful? If no, continue. If yes–

21. Teacher attemps telephone contact.

22. Is contact successful? If no, continue. If yes–

23. Teacher mails follow-up envelope.

24. Teacher waits ten days.

25. Is questionnaire returned? If no, continue. If yes–

26. Teacher determines if mail got through.

27. Did mail get through? If no, continue. If yes–

28. Teacher employs several methods of locating student.

29. Teacher checks school records, asks parents, relatives and friends of former students.

30. Is this successful?
If yes–
If no–

31. Teacher mails reminder card.

32. Teacher waits ten days.

33. Is questionnaire returned? If no, continue. If yes–

34. If former student's address local? If yes, continue. If no–

35. Teacher attemps telephone contact.

36. Is contact successful? If no, continue. If yes–

37. Teacher attemps personal contact.

38. Is contact successful? If no, continue. If yes–

39. Teacher determines if additional mailing is needed.

40. Is additional mailing needed? If yes, continue. If no–

41. Teacher prepares another cover letter.

42. Teacher or student help prepares envelope contents.

43. Teacher or student help addresses envelope.

44. Teacher mails follow-up envelopes.

45. Is questionnaire returned? If yes, continue. If no–

46. Former students answer question.

47. Teacher updates student record.

48. Teacher checks and determines return rate.

49. Is rate high enough? If no, continue. If yes–

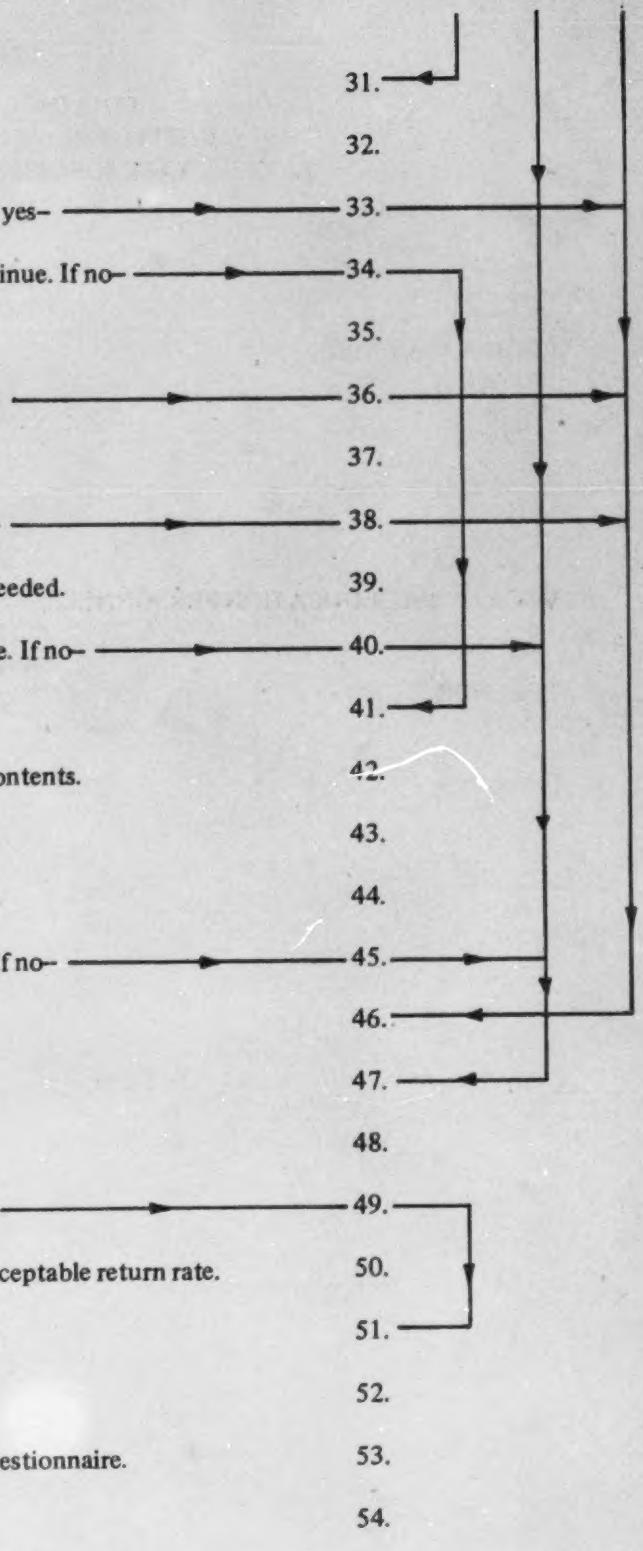
50. Teacher does anything feasible to achieve acceptable return rate.

51. Teacher does final update of student record.

52. Teacher refiles student record.

53. Teacher compiles class information from questionnaire.

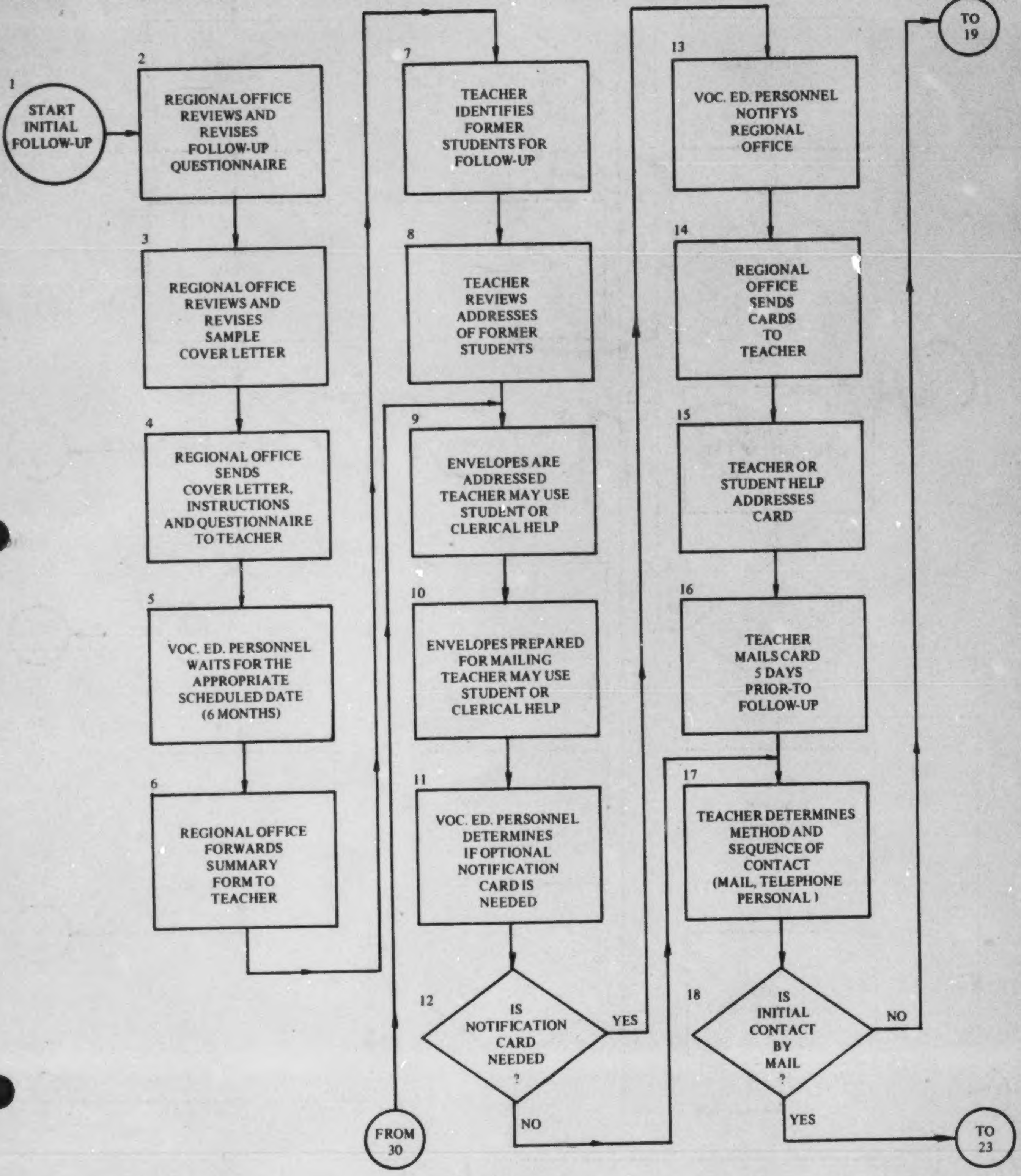
54. To alternative 1 or 2.

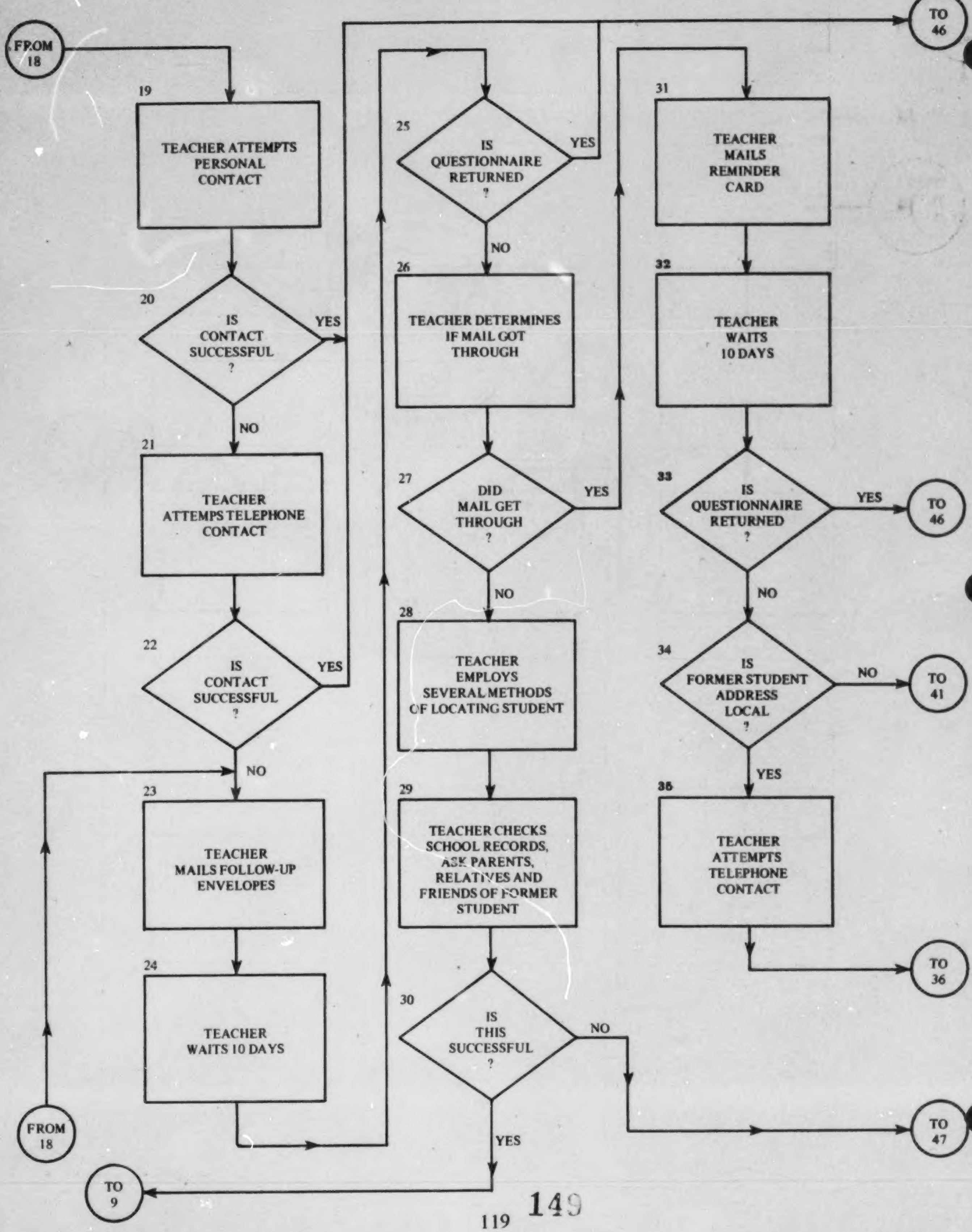


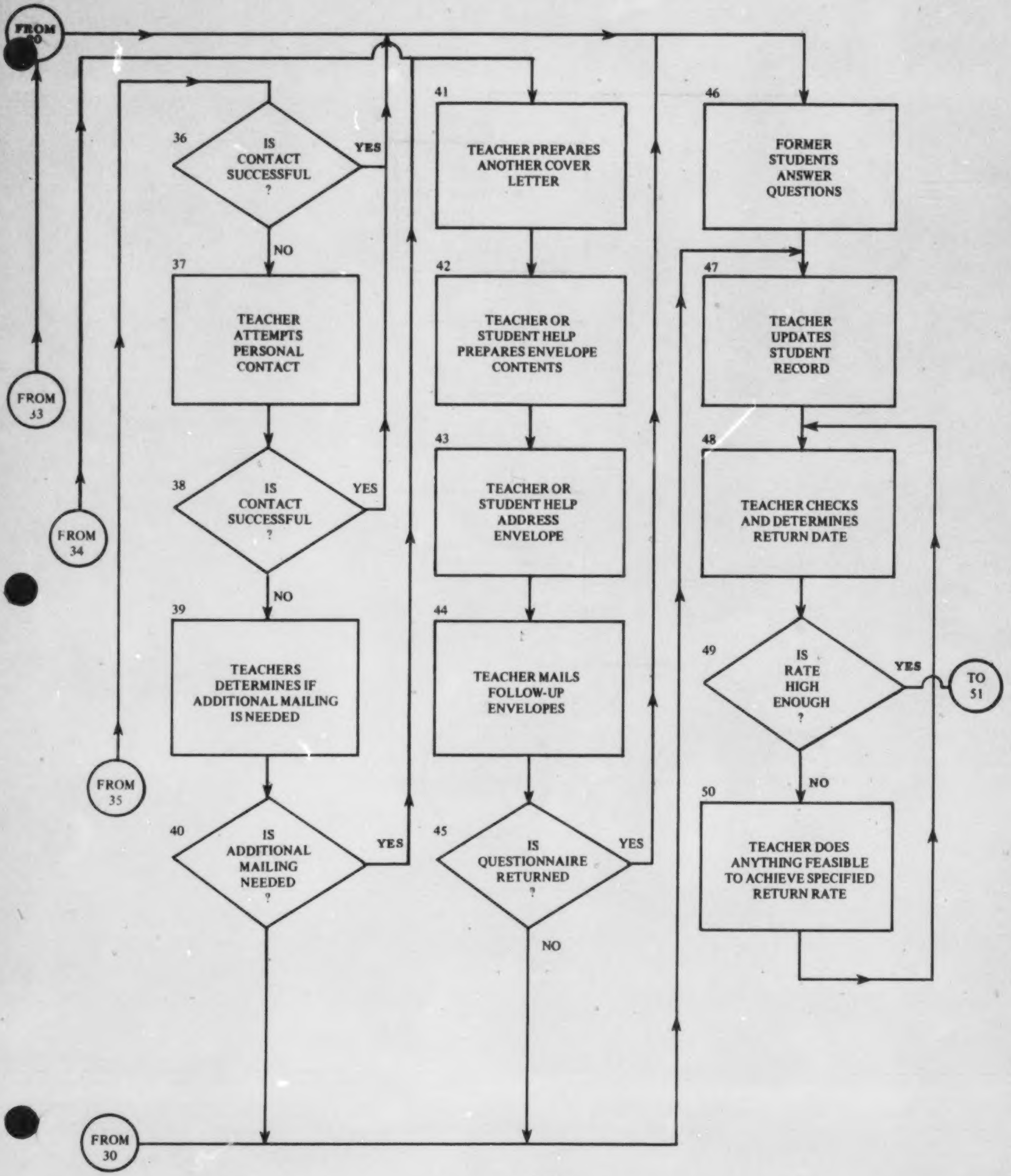
FOLLOW-UP SYSTEM
INITIAL FOLLOW-UP SUB-SYSTEM
TASK IDENTIFICATION CHART

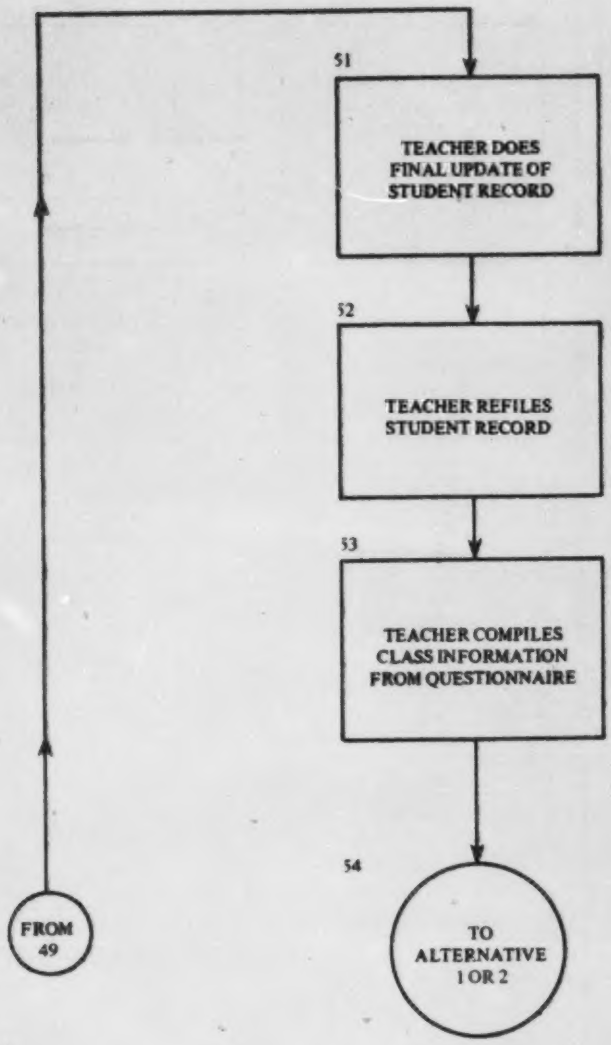
REGIONAL OFFICE:	Reviews and revises follow-up questionnaire Reviews and revises sample cover letter. Sends cover letters, instructions and questionnaire to teacher. Forwards summary form to teacher. (alternative 1) Sends cards to teacher.
VOCATIONAL EDUCATION PERSONNEL:	Waits for the appropriate scheduled date. Notifies regional office.
TEACHER:	Identifies former students for follow-up. Reviews addresses of former students. Addresses envelopes (if necessary). Helps prepare envrlopes for mailing (if necessary). Addresses cards. Mails card five days prior to follow-up. Determines method and sequence of contact (mail, telephone or personal). Attempts personal contact. Attempts telephone contact. Mails follow-up envelopes. Waits ten days. Determines if mail got through. Employs several methods of locating student. Checks school records, ask parents, relatives and friends of former student. Mails reminder card. Waits ten days. Attempts telephone contact. Attempts personal contact. Determines if additional mailing is needed. Prepares another cover letter Prepares envelope contents. Addresses envelope. Mails follow-up envelopes. Updates student record. Checks and determines return rate. Does anything feasible to achieve acceptable return rate. Does final update of student record. Refiles student record. Compiles class information from questionnaire.
FORMER STUDENTS:	Answer questions.

INITIAL FOLLOW-UP OPERATIONS SUB-SYSTEM FLOW CHART MODEL


1
START INITIAL FOLLOW-UP
2
REGIONAL OFFICE REVIEWS AND REVISES FOLLOW-UP QUESTIONNAIRE
3
REGIONAL OFFICE REVIEWS AND REVISES SAMPLE COVER LETTER
4
REGIONAL OFFICE SENDS COVER LETTER, INSTRUCTIONS AND QUESTIONNAIRE TO TEACHER
5
VOC. ED. PERSONNEL WAITS FOR THE APPROPRIATE SCHEDULED DATE (6 MONTHS)
6
REGIONAL OFFICE FORWARDS SUMMARY FORM TO TEACHER
7
TEACHER IDENTIFIES FORMER STUDENTS FOR FOLLOW-UP
8
TEACHER REVIEWS ADDRESSES OF FORMER STUDENTS
9
ENVELOPES ARE ADDRESSED TEACHER MAY USE STUDENT OR CLERICAL HELP
10
ENVELOPES PREPARED FOR MAILING TEACHER MAY USE STUDENT OR CLERICAL HELP
11
VOC. ED. PERSONNEL DETERMINES IF OPTIONAL NOTIFICATION CARD IS NEEDED
12
IS NOTIFICATION CARD NEEDED ?
YES
NO
FROM 30
13
VOC. ED. PERSONNEL NOTIFYS REGIONAL OFFICE
14
REGIONAL OFFICE SENDS CARDS TO TEACHER
15
TEACHER OR STUDENT HELP ADDRESSES CARD
16
TEACHER MAILS CARD 5 DAYS PRIOR-TO FOLLOW-UP
17
TEACHER DETERMINES METHOD AND SEQUENCE OF CONTACT (MAIL, TELEPHONE PERSONAL)
18
IS INITIAL CONTACT BY MAIL ?
NO
YES
TO 19
TO 23


FROM 18
19
TEACHER ATTEMPTS PERSONAL CONTACT
20
IS CONTACT SUCCESSFUL ?
YES
NO
21
TEACHER ATTEMPS TELEPHONE CONTACT
22
IS CONTACT SUCCESSFUL ?
YES
NO
23
TEACHER MAILS FOLLOW-UP ENVELOPES
24
TEACHER WAITS 10 DAYS
FROM 18
TO 9
TO 46
25
IS QUESTIONNAIRE RETURNED ?
YES
NO
26
TEACHER DETERMINES IF MAIL GOT THROUGH
27
DID MAIL GET THROUGH ?
YES
NO
28
TEACHER EMPLOYS SEVERAL METHODS OF LOCATING STUDENT
29
TEACHER CHECKS SCHOOL RECORDS, ASK PARENTS, RELATIVES AND FRIENDS OF FORMER STUDENT
30
IS THIS SUCCESSFUL ?
NO
YES
31
TEACHER MAILS REMINDER CARD
32
TEACHER WAITS 10 DAYS
33
IS QUESTIONNAIRE RETURNED ?
YES
TO 46
NO
34
IS FORMER STUDENT ADDRESS LOCAL ?
NO
TO 41
YES
35
TEACHER ATTEMPTS TELEPHONE CONTACT
TO 36
TO 47


FROM
FROM 33
FROM 34
FROM 35
36
IS CONTACT SUCCESSFUL ?
YES
NO
37
TEACHER ATTEMPTS PERSONAL CONTACT
38
IS CONTACT SUCCESSFUL ?
YES
NO
39
TEACHERS DETERMINES IF ADDITIONAL MAILING IS NEEDED
40
IS ADDITIONAL MAILING NEEDED ?
YES
41
TEACHER PREPARES ANOTHER COVER LETTER
42
TEACHER OR STUDENT HELP PREPARES ENVELOPE CONTENTS
43
TEACHER OR STUDENT HELP ADDRESS ENVELOPE
44
TEACHER MAILS FOLLOW-UP ENVELOPES
45
IS QUESTIONNAIRE RETURNED ?
YES
NO
46
FORMER STUDENTS ANSWER QUESTIONS
47
TEACHER UPDATES STUDENT RECORD
48
TEACHER CHECKS AND DETERMINES RETURN DATE
49
IS RATE HIGH ENOUGH ?
YES
TO 51
NO
50
TEACHER DOES ANYTHING FEASIBLE TO ACHIEVE SPECIFIED RETURN RATE
FROM 30


51
TEACHER DOES FINAL UPDATE OF STUDENT RECORD
52
TEACHER REFILES STUDENT RECORD
53
TEACHER COMPILES CLASS INFORMATION FROM QUESTIONNAIRE
54
TO ALTERNATIVE 1 OR 2
FROM 49

FOLLOW-UP SYSTEM
PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM
NARRATIVE DESCRIPTION MODEL

1. Start program improvement follow-up.
2. The regional office staff reviews and revises the follow-up questionnaire as needed.
3. The regional office staff reviews and revises cover letter as needed.
4. The regional office staff reviews and revises the "teacher questions" format to determine if the desired objective is being achieved.
5. The regional office sends "teacher question" format, cover letter and questionnaire to the teacher.
6. The teacher develops additional questions using regional office format. These questions are in addition to the follow-up questionnaire and pertinent to the individual program.
7. All vocational education personnel await the appropriate mailing time. This date may fluctuate due to federal report schedule changes.
8. The regional office sends report (class summary) to the teacher. Upon completion of the follow-up, the teacher will complete the summary and return it to the regional office.
9. The teacher identifies all former students for the current follow-up. The teacher will identify these people from previous records.
10. The teacher reviews the addresses of former students scheduled for current follow-up.
11. If needed, the teacher may utilize student help for addressing envelopes. These envelopes may have been addressed previously during the exit interview. In this event, the teacher will need to check the addresses.
12. The teacher (with student help if needed) places the questionnaire and cover letter in the envelope.
13. Vocational education personnel determines if optional notification card is needed.
14. Is notification card needed? If yes, continue. If no, go to number 19.
15. Vocational education personnel notifies the regional office of the need for a notification card.
16. The regional office staff sends the cards to the teacher.
17. The teacher addresses the notification cards. Student help or other assistance may be utilized if needed.
18. The teacher mails the cards five days prior to mailing of the questionnaire.
19. The teacher mails the follow-up envelopes.
20. The teacher waits ten days for return of the questionnaire.

21. Is the questionnaire returned? If no, continue. If yes, go to number 42.

22. The teacher determines if the mail got to the student. It must be assumed that it got through if it is not returned.

23. Did the mail get through? If no, continue. If yes, go to number 27.

24. The teacher may utilize any method of locating the student.

25. The teacher may check the school records, ask parents, relatives, friends and/or other students.

26. Is this successful? If yes, go to number 11. If no, go to number 43. This will be the final attempt to locate the student. It must be assumed at this point that the student cannot be located, thus the student's record will be updated verifying the fact that the student is not available for follow-up.

27. The teacher mails the reminder card. This is in the event that the questionnaire was not returned, thus it is assumed that the student has it and has forgotten to return it.

28. The teacher waits ten days for a response to the reminder card.

29. Is the questionnaire returned? If no, continue. If yes, to to number 42.

30. Is the former student's address local? If yes, continue. If no, go to number 37.

31. The teacher will attempt to contact the student by telephone.

32. Is this method of contact successful? If no, continue. If yes, go to number 42.

33. The teacher attempts personal contact. The teacher may learn of someone who knows the location of the student, thus rendering it possible for the teacher to contact the student.

34. Is this method of contact successful? If no, continue. If yes, go to number 42.

35. The teacher makes a determination if additional mailing is needed.

36. Is additional mailing needed? If yes, continue. If no, go to number 43.

37. If the teacher decides another mailing is needed, another cover letter will be developed by the teacher.

38. The teacher prepares the envelopes for mailing. Student help may be utilized if needed.

39. The teacher prepares materials for mailing. Student help may be utilized if needed.

40. The teacher mails the follow-up envelopes.

41. Is the questionnaire returned? If yes, continue. If no, go to number 43.

42. The former student answers the questions.

43. The teacher updates the student's local school record.

44. The teacher checks the return and determines if it is high enough to produce valid correlation.

45. Is the rate high enough? If no, continue. If yes, go to number 47.

46. The teacher utilizes any method of achieving the minimum rate required for valid data.

47. The teacher updates the student's local school record.

48. The teacher refiles the record.

49. The teacher compiles a summary of this class information as reported on the questionnaire.

50. To alternative one or two. These are sub-systems for data processing.

FOLLOW-UP SYSTEM
PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM
VERTICAL LINE FLOW MODEL

1. Start program improvement follow-up. 1.

2. Regional Office reviews and revises follow-up questionnaire. 2.

3. Regional office reviews and revises sample cover letter. 3.

4. Regional office reviews and revises teacher questions format. 4.

5. Regional office seals teacher question format, cover letters, instructions and questionnaire to teacher. 5.

6. Teacher developes additional questions using format. 6.

7. Vocational education personnel waits for the appropriate scheduled date. 7.

8. Regional office fowards summary form to teacher (option 1). 8.

9. Teacher identifies former students for follow-up. 9.

10. Teacher reviews addresses of former students. 10.

11. (If necessary) teacher or student help addresses envelopes. 11.

12. Teacher or student help prepares envelopes for mailing. 12.

13. Vocational education personnel determines if optional notification card is needed. 13.

14. Is notification card needed? If yes, continue. If no——→——→14.

15. Vocational education personnel notifies Regional office. 15.

16. Regional office sends cards to teacher. 16.

17. Teacher or student help addresses card. 17.

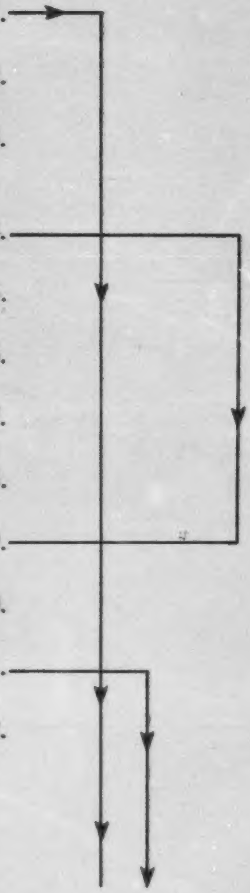
18. Teacher mails card five days prior to questionnaire mailing. 18.

19. Teacher mails follow-up envelopes. 19.

20. Teacher waits ten days. 20.

21. Is questionnaire returned? If no, continue. If yes——→——→21.

22. Teacher determines if mail got through. 22.



23. Did mail get through? If no, continu. If yes–

24. Teacher employs several methods of locating student.

25. Teacher checks school records, ask parents, relatives and friends of former student.

26. Is this successful?

If yes–

If no–

27. Teacher mails reminder card.

28. Teacher waits ten days.

29. Is questionnaire returned? If no, continue. If yes–

30. Is former student's address local? If yes, continue. If no–

31. Teacher attempts telephone contact.

32. Is contact successful? If no, continue. If yes–

33. Teacher attempts personal contact.

34. Is contact successful? If no, continue. If yes–

35. Teacher determines if additional mailing is needed.

36. Is additional mailing needed? If yes, continue. If no–

37. Teacher prepares another cover letter.

38. Teacher or student help prepares envelope contents.

39. Teacher or student help addresses envelope.

40. Teacher mails follow-up envelopes.

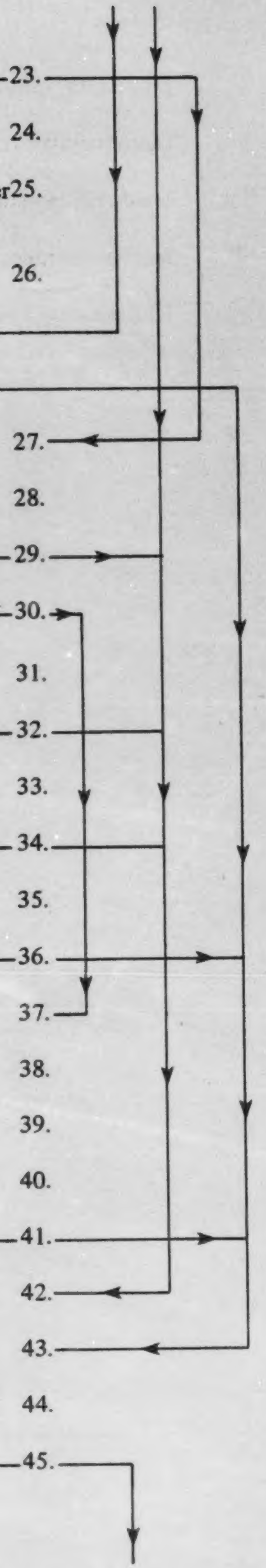
41. Is questionnaire returned? If yes, continue. If no–

42. Former students answer questions.

43. Teacher updates student record for successful return.

44. Teacher checks and determines return rate.

45. Is rate high enough? If no, continue. If yes–



46.	Teacher does anything feasible to achieve specified return rate.	46.
47.	Teacher updates student record.	47.
48.	Teacher refiles student record.	48.
49.	Teacher compiles class information from questionnaire.	49.
50.	To alternative 1 or 2.	50.

FOLLOW-UP SYSTEM
PROGRAM IMPROVEMENT FOLLOW-UP SUB-SYSTEM
TASK IDENTIFICATION CHART

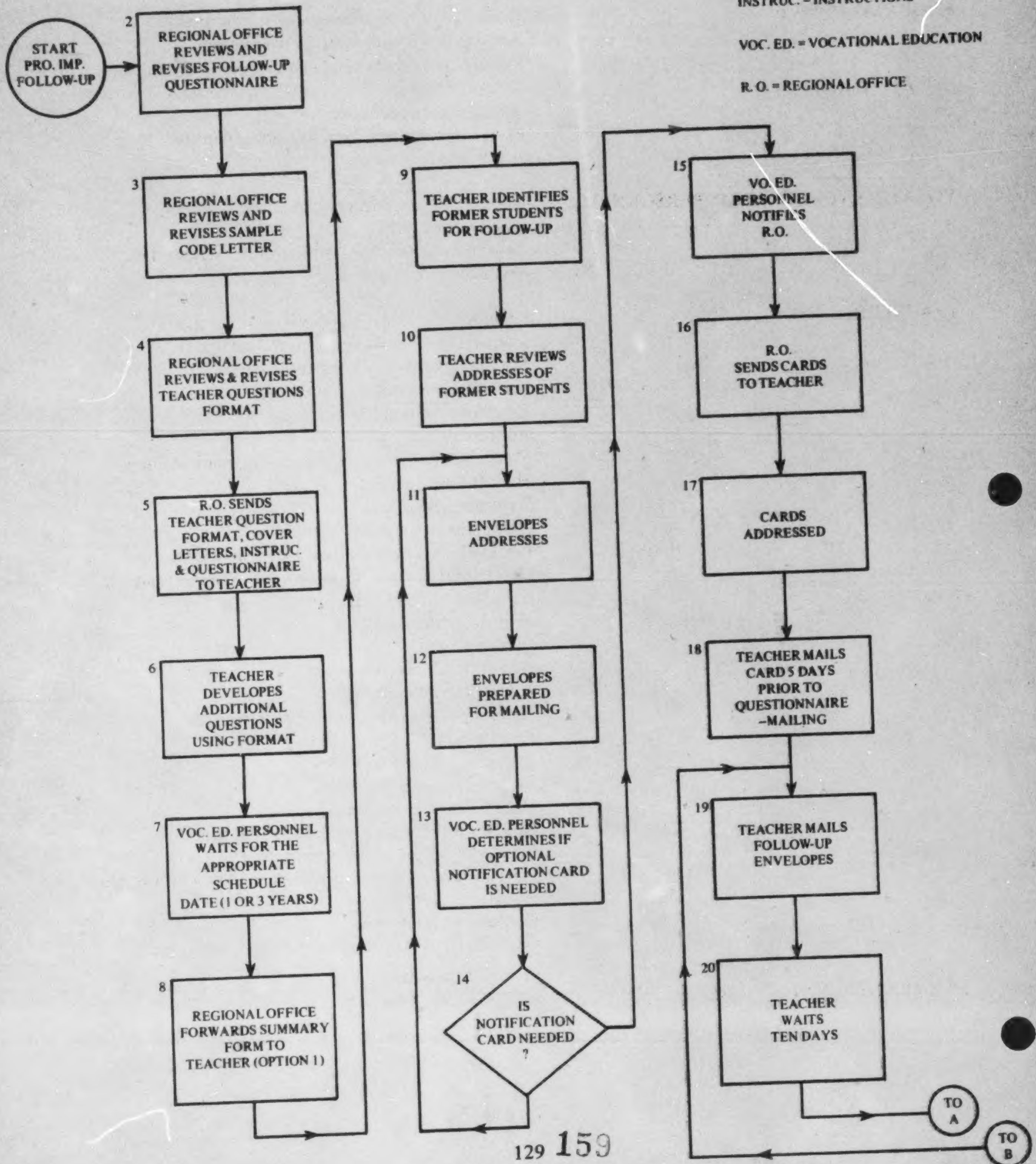
REGIONAL OFFICE:	Reviews and revises follow-up questionnaire. Reviews and revises sample cover letter. Reviews and revises teacher questions format. Sends teacher question format, cover letters, insttructions and questionnaire to teacher. Forwards summary form to teacher (option 1). Sends card to teacher.
VOCATIONAL EDUCATION PERSONNEL:	Waits for the appropriate scheduled date (one or three years). Determine if optional notification card is needed. Notifies regional office.
TEACHEER:	Develops additional questions using format. Identifies former students for follow-up. Reviews addresses of former students. Addresses envelopes (if necessary). Prepares envelopes for mailing. Addresses card. Mails card five days prior to questionnaire mailing. Mails follow-up envelopes. Waits ten days. Determines if mail got through. Employs several methods of locating student. Checks school records, asks parents, relatives and friends of former student. Mails reminder card. Waits ten days. Attempts telephone contact. Attempts personal contact. Determines if additional mailing is needed. Prepares another cover letter. Prepares envelope contents. Addresses envelope. Mails follow-up envelopes. Updates student card for successful return. Checks and determines return rate. Does anything feasible to achieve specified return rate. Updates student record. Refiles student record. Compiles class information from questionnaire.
FORMER STUDENT:	Answer questions.

PROGRAM IMPROVEMENT FOLLOW-UP
OPERATIONS SUB-SYSTEM
FLOW CHART MODEL
PAGE 1

INSTRUC. = INSTRUCTIONS

VOC. ED. = VOCATIONAL EDUCATION

R. O. = REGIONAL OFFICE


START PRO. IMP. FOLLOW-UP
2
REGIONAL OFFICE REVIEWS AND REVISES FOLLOW-UP QUESTIONNAIRE
3
REGIONAL OFFICE REVIEWS AND REVISES SAMPLE CODE LETTER
4
REGIONAL OFFICE REVIEWS & REVISES TEACHER QUESTIONS FORMAT
5
R.O. SENDS TEACHER QUESTION FORMAT, COVER LETTERS, INSTRUC. & QUESTIONNAIRE TO TEACHER
6
TEACHER DEVELOPES ADDITIONAL QUESTIONS USING FORMAT
7
VOC. ED. PERSONNEL WAITS FOR THE APPROPRIATE SCHEDULE DATE (1 OR 3 YEARS)
8
REGIONAL OFFICE FORWARDS SUMMARY FORM TO TEACHER (OPTION 1)
9
TEACHER IDENTIFIES FORMER STUDENTS FOR FOLLOW-UP
10
TEACHER REVIEWS ADDRESSES OF FORMER STUDENTS
11
ENVELOPES ADDRESSES
12
ENVELOPES PREPARED FOR MAILING
13
VOC. ED. PERSONNEL DETERMINES IF OPTIONAL NOTIFICATION CARD IS NEEDED
14
IS NOTIFICATION CARD NEEDED ?
15
VO. ED. PERSONNEL NOTIFIES R.O.
16
R.O. SENDS CARDS TO TEACHER
17
CARDS ADDRESSED
18
TEACHER MAILS CARD 5 DAYS PRIOR TO QUESTIONNAIRE –MAILING
19
TEACHER MAILS FOLLOW-UP ENVELOPES
20
TEACHER WAITS TEN DAYS
TO A
TO B

FOLLOW-UP SYSTEM
EMPLOYER SURVEY
NARRATIVE DESCRIPTION MODEL

1. Start employer survey.

2. Employer hires a vocational student.

3. The student informs the teacher of employment.

4. The teacher adds the employer's name with all required information to the list of employers.

5. The teacher determines what feed-back information is needed from the employers, and submits the regional office with a request for the information.

6. The regional office reviews the data requested and revises the questionnaire to provide the desired information for program improvement.

7. The teacher developes questions pertinent to his or her individual program to be included with the employer survey.

8. Does the teacher mail and receive the employer survey questionnaire? If yes, continue. If no, go to number 18.

9. If yes, the regional office provides the teacher with the questionnaire.

10. The teacher mails one form to each employer having hired a student from his or her program.

11. The employer answers the question on the questionnaire and returns it to the teacher.

12. The teacher receives the completed questionnaire from the employers of his or her students.

13. The teacher does a class composite and submits the report to the local administrator.

14. The local administrator does a school composite by program area and submits a report to the regional office.

15. The regional office does a composite by program area, by school and by region.

16. Regional office sends a composite report to the state office and back to the local school.

17. Out–End alternative one.

18. Does the teacher mail and not receive the questionnaire? If yes, continue. If no, go to number 21.

19. If yes, the regional office provides the teacher with the questionnaire.

20. The teacher mails one form to each employer of his or her students (go to number 25).

21. Does regional office mail and receive questionnaire? If yes, continue. If no, go to number 18.

22. If yes, the teacher sends a list of all employers of current students along with a list of additional questions to the regional office.

23. The regional office does a composite of the employers and the additional questions.

24. The regional office develops questionnaires, cover letters and other needed material.

25. The regional office addresses envelopes and inserts questionnaire.

26. The regional office mails the envelopes to the employers.

27. The employer returns the questionnaire to the regional office.

28. The regional office attempts to contact all employers that do not return the questionnaire.

29. The regional office does a composite of the returned questionnaires.

30. The regional office sends a report to the state office and back to the local schools.

31. End of Employer Survey Sub-system.

FOLLOW-UP SYSTEM
EMPLOYER SURVEY
VERTICAL LINE FLOW MODEL

1. Start employer survey. 1.
2. Employer hires vocational student(s). 2.
3. Former student(s) informs teacher. 3.
4. Teacher compiles list of employers. 4.
5. Teacher identifies employers information needs. 5.
6. Regional office reviews and revises questionnaire. 6.
7. Teacher develops questions pertinent to own program. 7.
8. Does teacher mail and receive questionnaire? If yes, continue. If no→ 8.→
9. Regional office provides teacher with questionnaires. 9.
10. Teacher mails one questionnaire to each employer. 10.
11. Employer completes questionnaire. 11.
12. Teacher receive completed questionnaire from employer. 12.
13. Teacher does composite of class and submits report to local administrator. 13.

14. Local administrator does composite of local school and sends report to regional office. 14.

15. Regional office does composite of all programs in region. 15.

16. Regional office sends report to state and to local schools. 16.

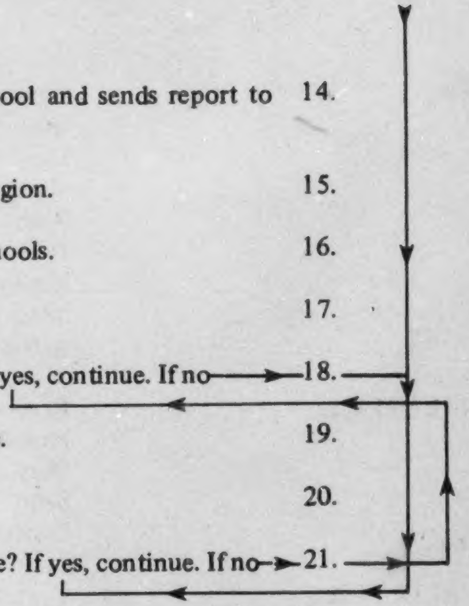
17. Out–End of alternative one. 17.

18. Does teacher mail and not receive questionnaire? If yes, continue. If no → 18.

19. Regional office provides teacher with questionnaire. 19.

20. Teacher mails one questionnaire to each employer. 20.

21. Does regional office mail and receive questionnaire? If yes, continue. If no → 21.



22. Teacher sends list of all employers of students and additional questions to regional office. 22.

23. Regional office composites employers and questions. 23.

24. Regional office developes questionnaires, cover letters and other materials. 24.

25. Regional office stuffs and addresses envelopes. 25.

26. Regional office mails envelopes to employers. 26.

27. Employer returns questionnaire to regional office. 27.

28. Regional office attempts to contact employer that does not return questionnaire. 28.

29. Regional office does composite of returned questionnaire. 29.

30. Regional office sends report to state and to local schools. 30.

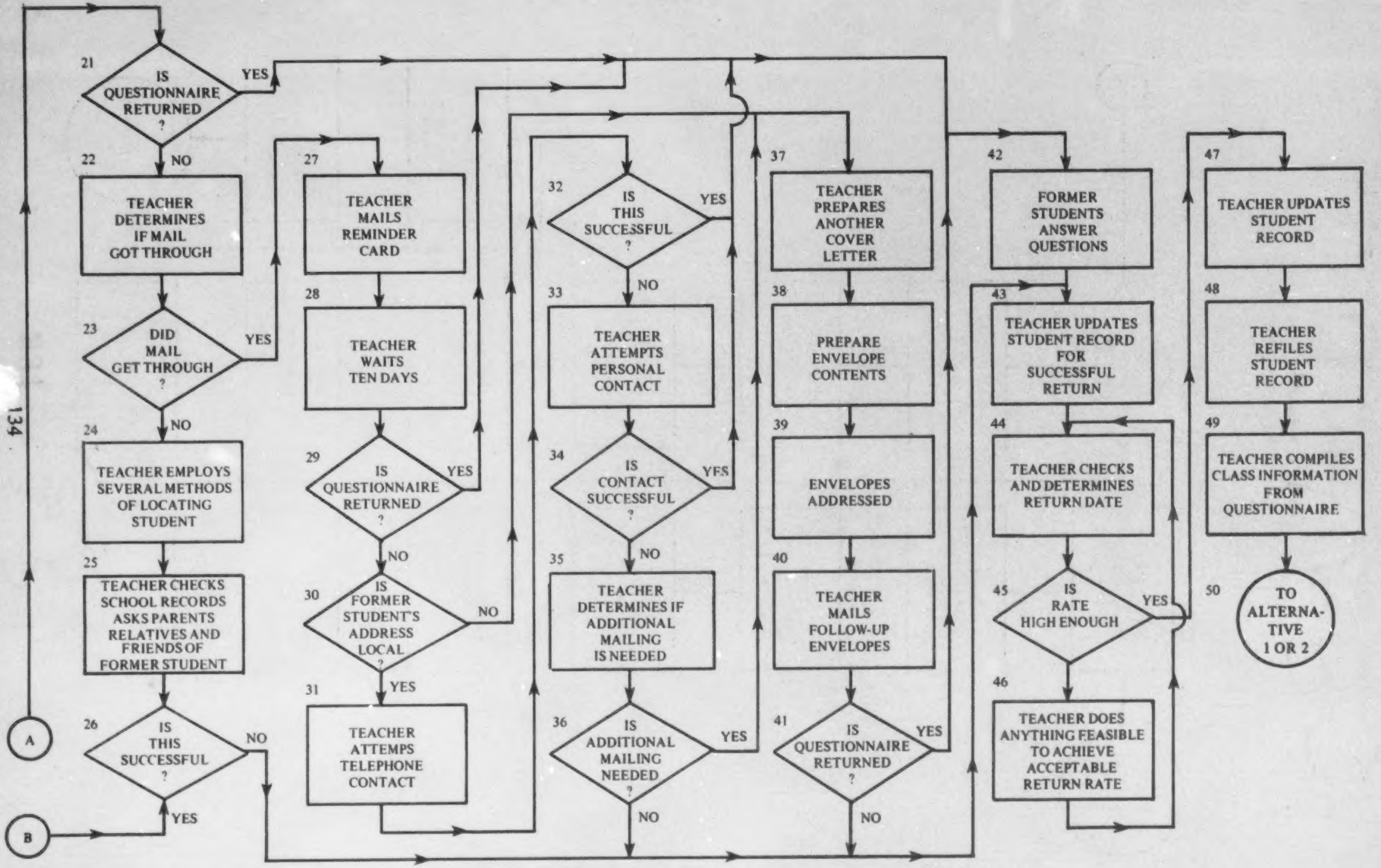
31. Out. 31.

FOLLOW-UP SYSTEM
EMPLOYER SURVEY
TASK IDENTIFICATION CHART

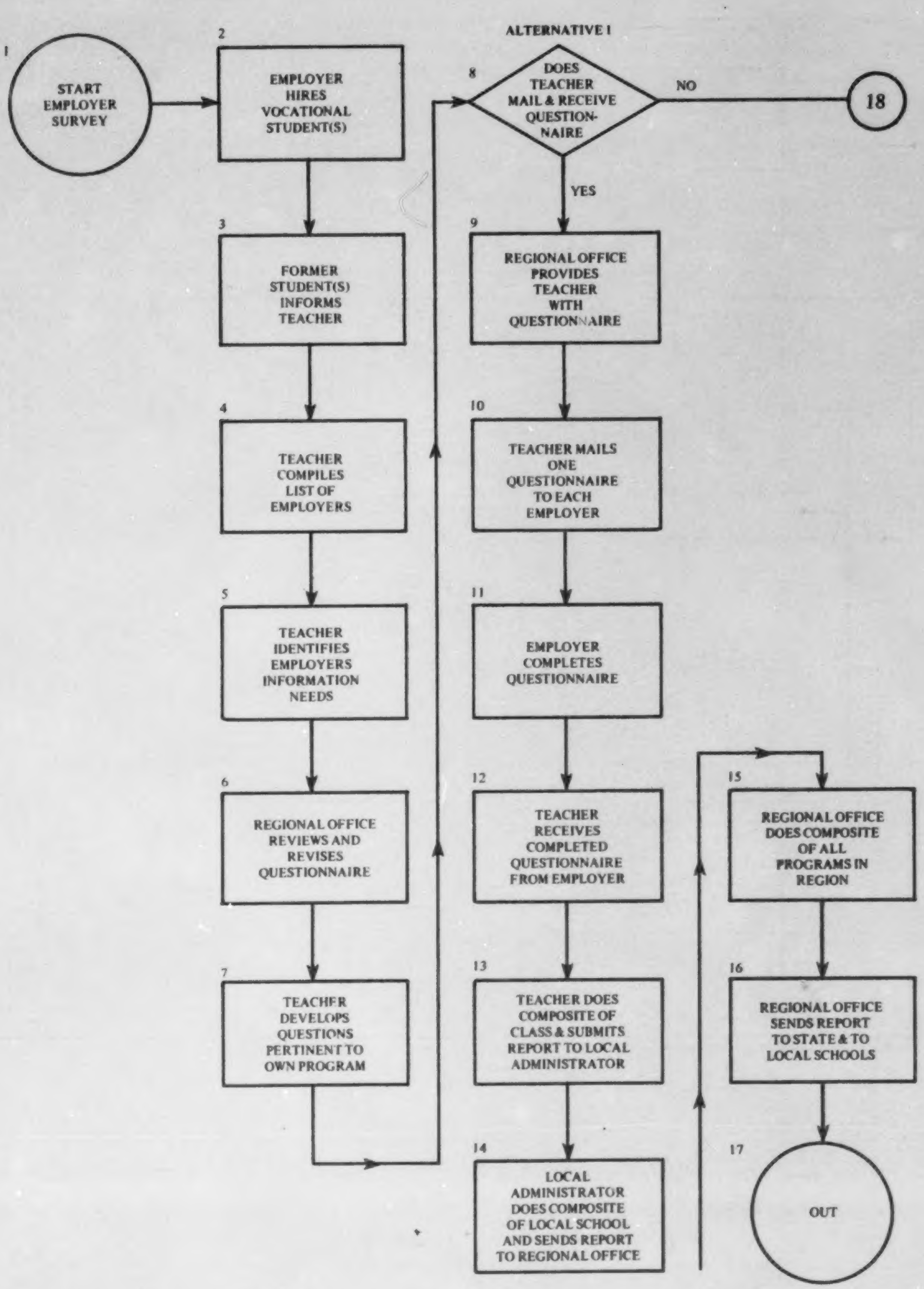
EMPLOYER:	Hires vocational student(s). Completes form. Returns questionnaire to regional office.
FORMER STUDENT(S):	Informs teacher.

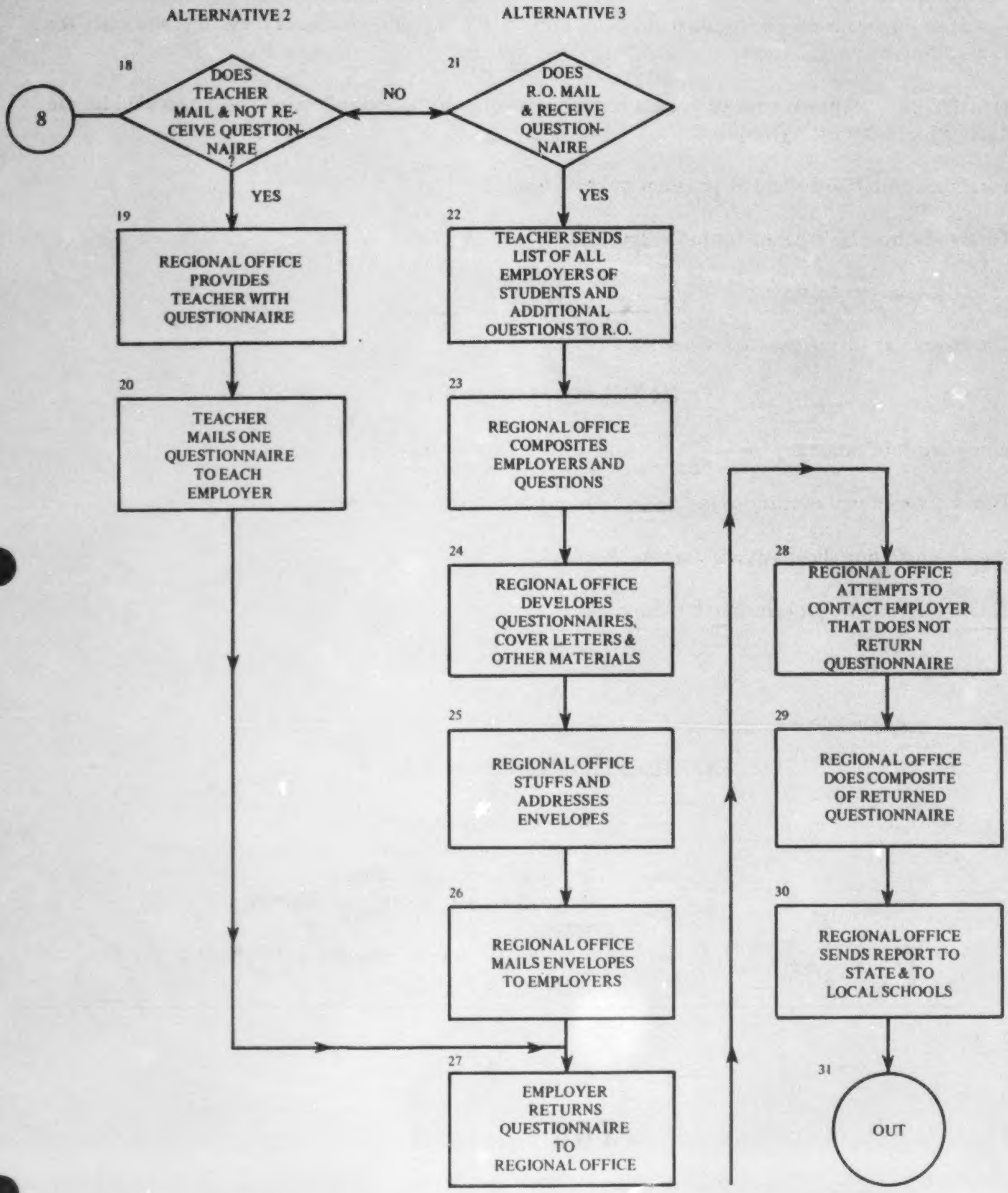
TEACHER:	Compiles list of employers Identifies employers information needs. Developes questions pertinent to own program. Mails one form to each employer. Receives completed form from employer. Does composite of class and submits, report to local administrator. Mails one form to each employer. Sends list of all employers of students and additional questions to regional office.
REGIONAL OFFICE:	Reviews and revises questionnaire Provides teacher with forms. Does composite of all programs in region. Sends report to state and to local schools. Provides teacher with forms.
REGIONAL OFFICE:	Composites employers and questions. Developes questionnaires, cover letters and other materials. Stuffs and addresses envelopes. Mails envelopes to employers. Attempts to contact employer that does not return form. Does composite of returned questionnaire. Sends report to state and to local schools.
LOCAL ADMINISTRATOR:	Does composite of local school and sends report to regional office.

FLOW CHART MODEL
PAGE 2


21
IS QUESTIONNAIRE RETURNED ?
YES
NO
22
TEACHER DETERMINES IF MAIL GOT THROUGH
23
DID MAIL GET THROUGH ?
YES
NO
24
TEACHER EMPLOYS SEVERAL METHODS OF LOCATING STUDENT
25
TEACHER CHECKS SCHOOL RECORDS ASKS PARENTS RELATIVES AND FRIENDS OF FORMER STUDENT
26
IS THIS SUCCESSFUL ?
NO
YES
A
B
27
TEACHER MAILS REMINDER CARD
28
TEACHER WAITS TEN DAYS
29
IS QUESTIONNAIRE RETURNED ?
YES
NO
30
IS FORMER STUDENT'S ADDRESS LOCAL ?
NO
YES
31
TEACHER ATTEMPS TELEPHONE CONTACT
32
IS THIS SUCCESSFUL ?
YES
NO
33
TEACHER ATTEMPTS PERSONAL CONTACT
34
IS CONTACT SUCCESSFUL ?
YES
NO
35
TEACHER DETERMINES IF ADDITIONAL MAILING IS NEEDED
36
IS ADDITIONAL MAILING NEEDED ?
YES
NO
37
TEACHER PREPARES ANOTHER COVER LETTER
38
PREPARE ENVELOPE CONTENTS
39
ENVELOPES ADDRESSED
40
TEACHER MAILS FOLLOW-UP ENVELOPES
41
IS QUESTIONNAIRE RETURNED ?
YES
NO
42
FORMER STUDENTS ANSWER QUESTIONS
43
TEACHER UPDATES STUDENT RECORD FOR SUCCESSFUL RETURN
44
TEACHER CHECKS AND DETERMINES RETURN DATE
45
IS RATE HIGH ENOUGH
YES
46
TEACHER DOES ANYTHING FEASIBLE TO ACHIEVE ACCEPTABLE RETURN RATE
47
TEACHER UPDATES STUDENT RECORD
48
TEACHER REFILES STUDENT RECORD
49
TEACHER COMPILES CLASS INFORMATION FROM QUESTIONNAIRE
50
TO ALTERNA-TIVE 1 OR 2

FOLLOW-UP SYSTEM
EMPLOYER SURVEY


1
START EMPLOYER SURVEY
2
EMPLOYER HIRES VOCATIONAL STUDENT(S)
3
FORMER STUDENT(S) INFORMS TEACHER
4
TEACHER COMPILES LIST OF EMPLOYERS
5
TEACHER IDENTIFIES EMPLOYERS INFORMATION NEEDS
6
REGIONAL OFFICE REVIEWS AND REVISES QUESTIONNAIRE
7
TEACHER DEVELOPS QUESTIONS PERTINENT TO OWN PROGRAM
ALTERNATIVE I
8
DOES TEACHER MAIL & RECEIVE QUESTIONNAIRE
NO
18
YES
9
REGIONAL OFFICE PROVIDES TEACHER WITH QUESTIONNAIRE
10
TEACHER MAILS ONE QUESTIONNAIRE TO EACH EMPLOYER
11
EMPLOYER COMPLETES QUESTIONNAIRE
12
TEACHER RECEIVES COMPLETED QUESTIONNAIRE FROM EMPLOYER
13
TEACHER DOES COMPOSITE OF CLASS & SUBMITS REPORT TO LOCAL ADMINISTRATOR
14
LOCAL ADMINISTRATOR DOES COMPOSITE OF LOCAL SCHOOL AND SENDS REPORT TO REGIONAL OFFICE
15
REGIONAL OFFICE DOES COMPOSITE OF ALL PROGRAMS IN REGION
16
REGIONAL OFFICE SENDS REPORT TO STATE & TO LOCAL SCHOOLS
17
OUT


ALTERNATIVE 2
ALTERNATIVE 3
8
18
DOES TEACHER MAIL & NOT RECEIVE QUESTIONNAIRE ?
NO
21
DOES R.O. MAIL & RECEIVE QUESTIONNAIRE
YES
YES
19
REGIONAL OFFICE PROVIDES TEACHER WITH QUESTIONNAIRE
22
TEACHER SENDS LIST OF ALL EMPLOYERS OF STUDENTS AND ADDITIONAL OUESTIONS TO R.O.
20
TEACHER MAILS ONE QUESTIONNAIRE TO EACH EMPLOYER
23
REGIONAL OFFICE COMPOSITES EMPLOYERS AND QUESTIONS
24
REGIONAL OFFICE DEVELOPES QUESTIONNAIRES, COVER LETTERS & OTHER MATERIALS
28
REGIONAL OFFICE ATTEMPTS TO CONTACT EMPLOYER THAT DOES NOT RETURN QUESTIONNAIRE
25
REGIONAL OFFICE STUFFS AND ADDRESSES ENVELOPES
29
REGIONAL OFFICE DOES COMPOSITE OF RETURNED QUESTIONNAIRE
26
REGIONAL OFFICE MAILS ENVELOPES TO EMPLOYERS
30
REGIONAL OFFICE SENDS REPORT TO STATE & TO LOCAL SCHOOLS
27
EMPLOYER RETURNS QUESTIONNAIRE TO REGIONAL OFFICE
31
OUT

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
REGIONAL OFFICE PROCESSING PROCEDURE
NARRATIVE DESCRIPTION MODEL

1. Eliminate duplications. The regional office staff (industrial coordinator) check the school summary for duplications by program area.

2. Transfer the vocational education class roster from totals to the complication sheet provided by the state office for reporting purposes.

3. Total the compilation sheet by program and by school.

4. Total the school by program for the region.

5. Send the totals to the state.

6. The state totals all regions for processing.

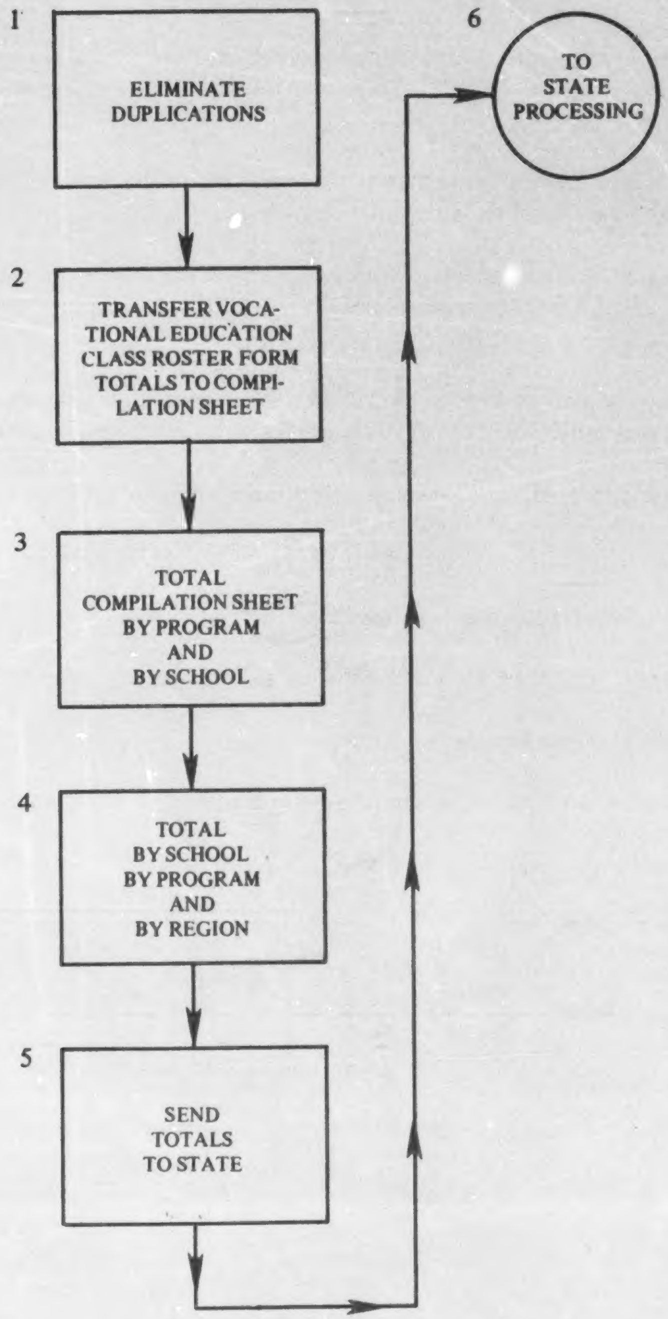
VERTICAL LINE FLOW MODEL

1.	Eliminate duplications.	1.
2.	Transfer vocational education class roster from totals to compilation sheet.	2.
3.	Total compilation sheet by program and by school.	3.
4.	Total by school, by program and by region.	4.
5.	Send totals to state.	5.
6.	To state processing.	6.

TASK IDENTIFICATION CHART

REGIONAL OFFICE:	Eliminate duplications. Transfer vocational education class roster from totals to compilation sheet. Total compilation sheet by program and by school. Total by school, by program and by region. Send totals to state.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
REGIONAL OFFICE PROCESSING PROCEDURE
FLOW CHART MODEL


1
ELIMINATE DUPLICATIONS
2
TRANSFER VOCATIONAL EDUCATION CLASS ROSTER FORM TOTALS TO COMPILATION SHEET
3
TOTAL COMPILATION SHEET BY PROGRAM AND BY SCHOOL
4
TOTAL BY SCHOOL BY PROGRAM AND BY REGION
5
SEND TOTALS TO STATE
6
TO STATE PROCESSING

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVENUMBER 1, STATE SUMMARY FORM
NARRATIVE DESCRIPTION MODEL

1. From follow-up operations sub-system. This is alternative number 1 of a five alternative system for processing the information generated from the two year follow-up system.

2. The teacher completes state summary form, (vocational education class roster). This is an existing document which each teacher must complete for his or her class.

3. The teacher files questionnaire in school record. Each student has a permanent file which is matained in a designated place at the local school. All information pertinent to the student will be retained in the file.

4. The teacher forwards summary form to regional office before deadline. Each teacher will complete a class summary form and forward it to the regional office before the deadline for filing the report.

5. The regional office collects all forms. The regional office personnel will collect all class summary forms. In the event a teacher does not file the report by the deadline the regional office personnel will contact the teacher.

6. The regional office batches and forwards all completed class summary forms to state. The regional office personnel will batch all summary forms by programs, by school, and forward to state office.

7. To state office. All summaries are totaled and processed.

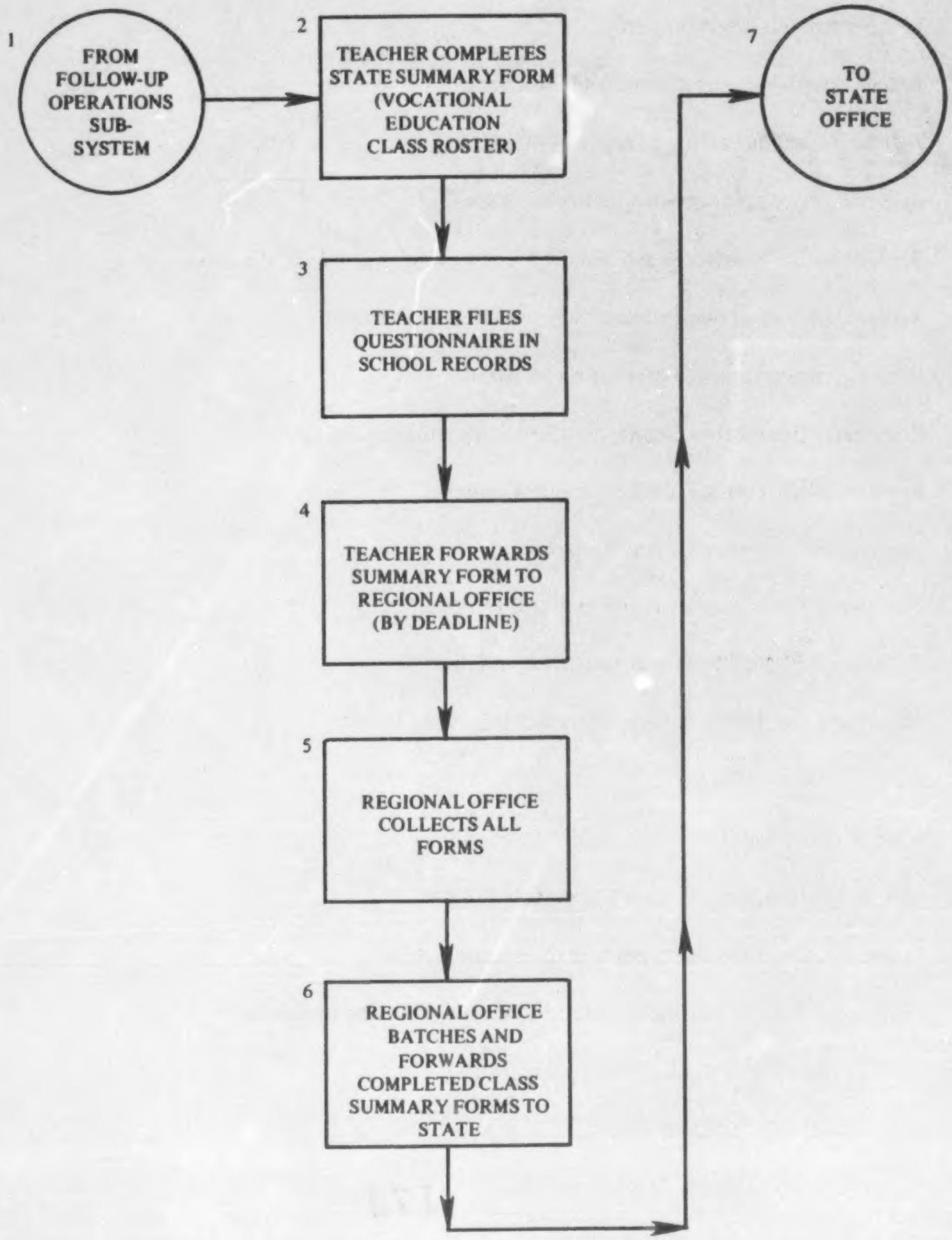
VERTICAL LINE FLOW MODEL

1.	From follow-up operations sub-system.	1.
2.	Teacher completes state summary form (vocational education class roster)	2.
3.	Teacher files questionnaire in school records.	3.
4.	Teacher forwards summary form to regional office (by deadline).	4.
5.	Regional office collects all forms.	5.
6.	Regional office batches and forwards completed class summary forms to state.	6.
7.	To state office.	7.

TASK IDENTIFICATION CHART

TEACHER:	Completes state summary forms (vocational education class roster). Files questionnaire in school record. Forwards summary form to regional office before deadline.
REGIONAL OFFICE:	Collects all forms. Batches and forwards complete questionnaires to state.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE 1 STATE SUMMARY FORM
FLOW CHART MODEL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER COMPLETES STATE SUMMARY FORM (VOCATIONAL EDUCATION CLASS ROSTER)
3
TEACHER FILES QUESTIONNAIRE IN SCHOOL RECORDS
4
TEACHER FORWARDS SUMMARY FORM TO REGIONAL OFFICE (BY DEADLINE)
5
REGIONAL OFFICE COLLECTS ALL FORMS
6
REGIONAL OFFICE BATCHES AND FORWARDS COMPLETED CLASS SUMMARY FORMS TO STATE
7
TO STATE OFFICE

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 2, COMPUTER DATA HANDLING (CARDS)
NARRATIVE DESCRIPTION MODEL

1. From follow-up operations sub-system.
2. Teacher scans questionnairs for errors.
3. Teacher batches questionnaire.
4. Teacher completes batch sheet and attaches.
5. Teacher forwards batches to regional office.
6. Regional office scans questionnaires for errors.
7. Regional office batches questionnaire for key punching and vertification.
8. Regional office has questionnaire key punched and verified.
9. Regional office has three part listing prepared.
10. Regional office receives listing, punched cards and questionnairs.
11. Regional office compares listing to questionnaire.
12. Regional office pulls all errors for punching.
13. Regional office has errors repunched and verified.
14. Regional office batches cards and questionnaires.
15. Regional office forwards computer card and listing to state.
16. State processes cards.
17. State prepares reports.
18. State forwards specified reports to regional office.
19. Regional office forwards reports to school and teachers.
20. Regional office returns questionnaire batches with listing to teacher.
21. Teacher files questionnaires in school record.
22. Out.

FOLLOW-UP SYSTEM

INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 2, COMPUTER DATA HANDLING (CARDS)
VERTICAL LINE FLOW MODEL

1. From follow-up operations sub-system 1.

2. Teacher scand questionnaire for errors. 2.

3. Teacher batches questionnaires. 3.

4. Teacher completes batch sheet and attaches. 4.

5. Teacher forwards batches to regional office. 5.

6. Regional office scans questionnaires for errors. 6.

7. Regional office batches questionnaires for key punching and verification. 7.

8. Regional office has questionnaires key punched and verified. 8.

9. Regional office has three part listing prepared. 9.

10. Regional office receives listing, punched cards and questionnaires. 10.

11. Regional office compares listing to questionnaires. 11.

12. Regional office pulls all errors for punching. 12.

13. Regional office has errors repunched and verified. 13.

14. Regional office batches cards and questionnaires. 14.

15. Regional forwards computer card and listing to state. 15.

16. State processes cards. 16.

17. State prepares reports. 17.

18. State forwards specified reports to regional office. 18.

19. Regional office forwards reports to school and teachers. 19.

20. Regional office returns questionnaire batches with listing to teacher. 20.

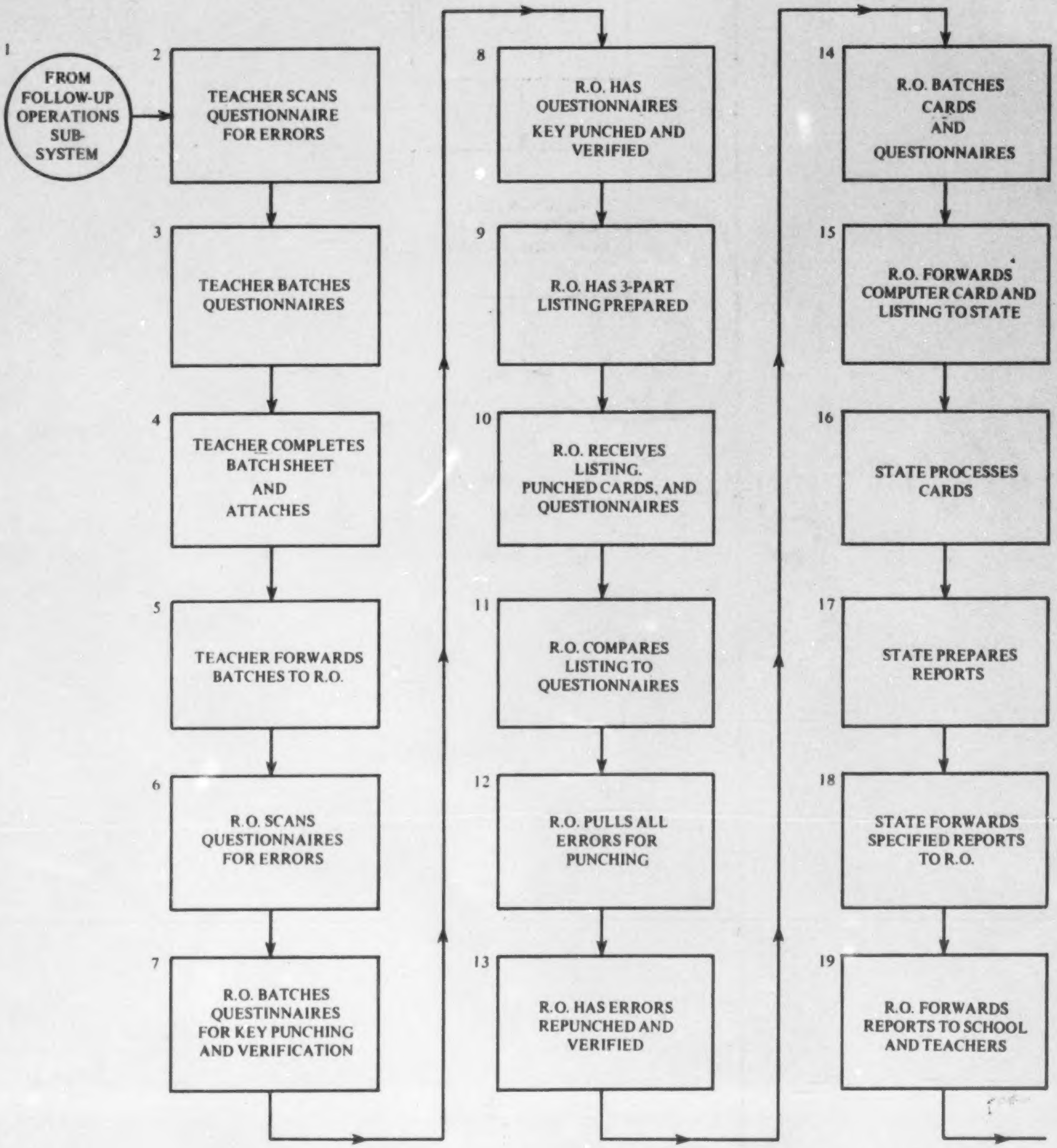
21. Teacher files questionnaires in school records. 21.

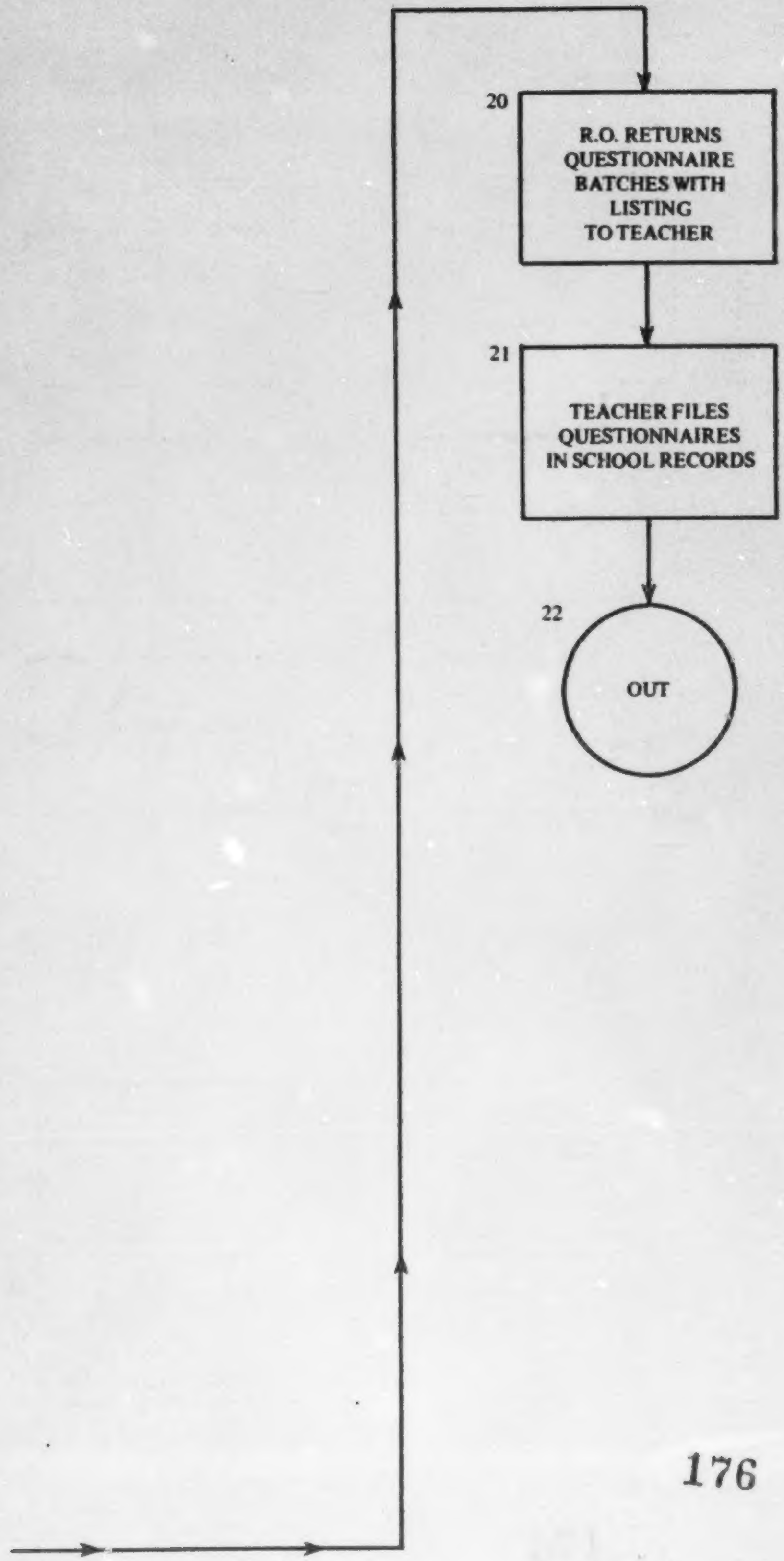
22. Out. 22.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 2, COMPUTER DATA HANDLING (CARDS)
TASK IDENTIFICATION CHART

TEACHER:	Scans questionnaire for errors.
	Batches questionnaires.
	Completes batch sheet and attaches.
	Forwards batches to regional office.
	Files questionnaires in school records.
REGIONAL OFFICE:	Scans questionnaires for errors.
	Batches questionnaires for key punching and verification.
	Has questionnaires key punched and verified.
	Has three part listing prepared.
	Receives listing, punched cards and questionnaires.
	Compares listing to questionnairs.
	Pulls all errors for punching.
	Has errors repunched and verified.
	Batches cards and questionnaires.
	Forwards computer card and listing to state.
	Forwards reports to school and teachers.
	Returns questionnaire batches with listing to teacher.
STATE:	Processes cards.
	Prepares reports.
	Forwards specified reports to regional office.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE 2 COMPUTER DATA HANDLING (CARDS)
FLOW CHART MODEL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER SCANS QUESTIONNAIRE FOR ERRORS
3
TEACHER BATCHES QUESTIONNAIRES
4
TEACHER COMPLETES BATCH SHEET AND ATTACHES
5
TEACHER FORWARDS BATCHES TO R.O.
6
R.O. SCANS QUESTIONNAIRES FOR ERRORS
7
R.O. BATCHES QUESTINNAIRES FOR KEY PUNCHING AND VERIFICATION
8
R.O. HAS QUESTIONNAIRES KEY PUNCHED AND VERIFIED
9
R.O. HAS 3-PART LISTING PREPARED
10
R.O. RECEIVES LISTING. PUNCHED CARDS, AND QUESTIONNAIRES
11
R.O. COMPARES LISTING TO QUESTIONNAIRES
12
R.O. PULLS ALL ERRORS FOR PUNCHING
13
R.O. HAS ERRORS REPUNCHED AND VERIFIED
14
R.O. BATCHES CARDS AND QUESTIONNAIRES
15
R.O. FORWARDS COMPUTER CARD AND LISTING TO STATE
16
STATE PROCESSES CARDS
17
STATE PREPARES REPORTS
18
STATE FORWARDS SPECIFIED REPORTS TO R.O.
19
R.O. FORWARDS REPORTS TO SCHOOL AND TEACHERS


20
R.O. RETURNS QUESTIONNAIRE BATCHES WITH LISTING TO TEACHER
21
TEACHER FILES QUESTIONNAIRES IN SCHOOL RECORDS
22
OUT

176

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 3, COMPUTER INTERACTIVE TERMINAL
NARRATIVE DESCRIPTION MODEL

1. From follow-up operations sub-system.
2. Teacher scans questionnaires for errors.
3. Teacher batches questionnaires.
4. Teacher completes batch sheet and attaches.
5. Teacher forwards batches to regional office.
6. Regional office scans questionnaires for errors.
7. Regional office batches questionnaires for entry and verification.
8. Regional office has questionnaires entered and verified in computer.
9. Regional office calls up listing.
10. Regional office compares listing to questionnaires.
11. Regional office pulls all errors for re-entry.
12. Regional office has errors re-entered and verified.
13. Regional office sends "complete" message to state.
14. State processes data.
15. State prepares reports.
16. State forwards specified reports to regional office.
17. Regional office forwards reports to school and teachers.
18. Regional office returns questionnaires batches with listing to teacher.
19. Teacher files questionnaires in school records.
20. Out.

VERTICAL LINE FLOW MODEL

1. From follow-up operations sub-system. 1.

2. Teacher scans questionnaires for errors. 2.

3. Teacher batches questionnaires. 3.

4. Teacher completes batch sheet and attaches. 4.

5. Teacher forwards batches to regional office. 5.

6. Regional office scans questionnaire for errors. 6.

7. Regional office batches questionnaires for entry and verification. 7.

8. Regional office has questionnaires entered and verified in computer. 8.

9. Regional office calls up listing. 9.

10. Regional office compares listing to questionnaires. 10.

11. Regional office pulls all errors for re-entry. 11.

12. Regional office has errors re-entered and verified. 12.

13. Regional office sends "complete" message to state. 13.

14. State process data. 14.

15. State prepares reports. 15.

16. State forwards specified reports to regional office. 16.

17. Regional office forwards reports to school and teachers. 17.

18. Regional office returns questionnaire batches with listing to teacher. 18.

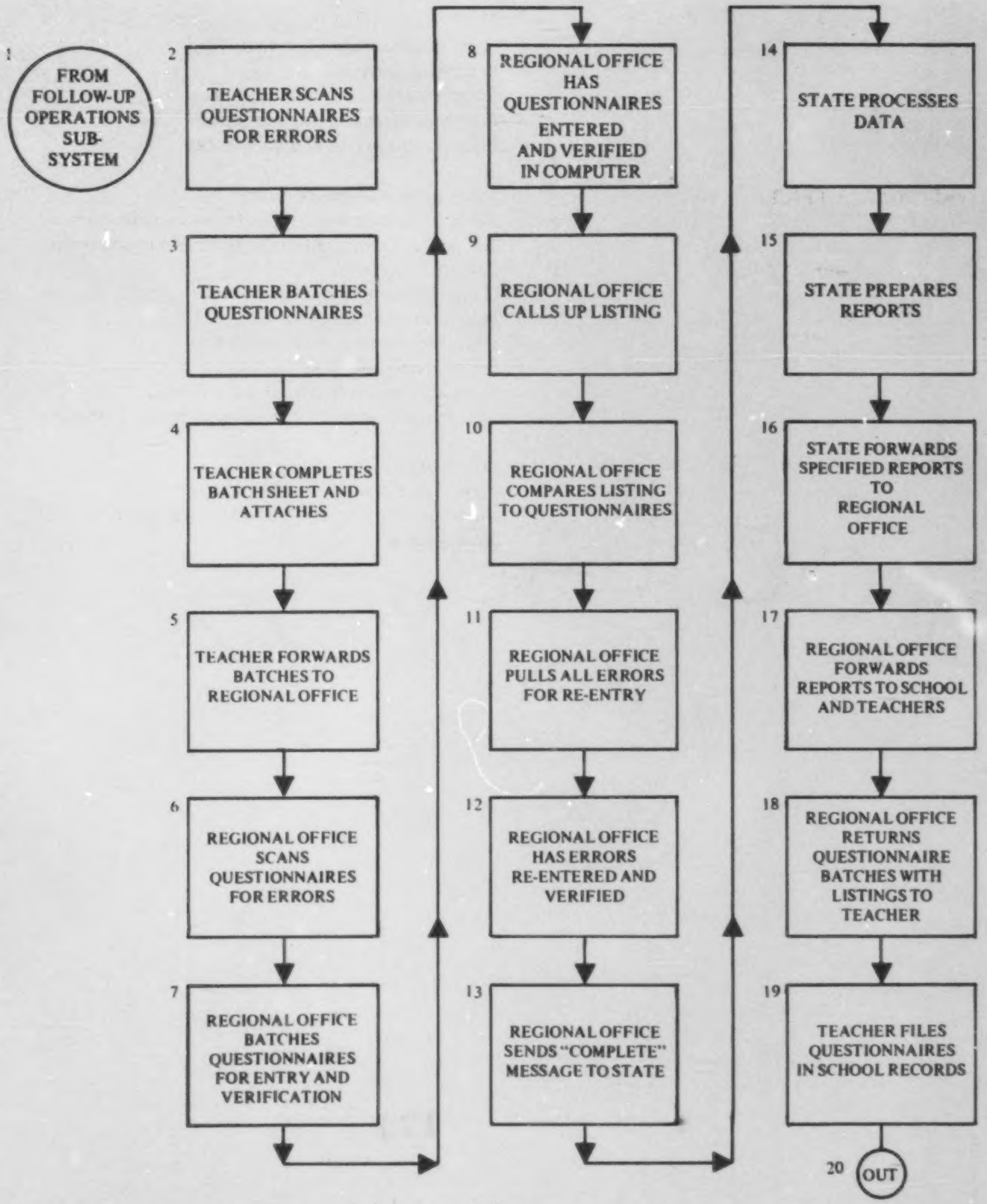
19. Teacher files questionnaires in school records. 19.

20. Out. 20.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 3, COMPUTER INTERACTIVE TERMINAL
TASK IDENTIFICATION CHART

TEACHER:	Scans questionnaires for errors. Batches questionnaires. Completes batch sheet and attaches. Forwards batches to regional office. Files questionnaires in school records.
REGIONAL OFFICE:	Scans questionnaire for errors. Batches questionnaires for entry and verification. Has questionnaires entered and verified in computer. Calls up listing. Compres listing to questionnaires. Pulls all errors to re-entry. Has errors re-entered and verified. Sends "complete" message to state. Forwards reports to school and teachers. Returns questionnaire batches with listing to teacher.
STATE:	Process data. Prepares reports. Forwards specified reports to regional office.

FOLLOW-UP SYSTEM
INFORMATION PROCESSION SUB-SYSTEM
ALTERNATIVE 3, COMPUTER INTERACTIVE TERMINAL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER SCANS QUESTIONNAIRES FOR ERRORS
3
TEACHER BATCHES QUESTIONNAIRES
4
TEACHER COMPLETES BATCH SHEET AND ATTACHES
5
TEACHER FORWARDS BATCHES TO REGIONAL OFFICE
6
REGIONAL OFFICE SCANS QUESTIONNAIRES FOR ERRORS
7
REGIONAL OFFICE BATCHES QUESTIONNAIRES FOR ENTRY AND VERIFICATION
8
REGIONAL OFFICE HAS QUESTIONNAIRES ENTERED AND VERIFIED IN COMPUTER
9
REGIONAL OFFICE CALLS UP LISTING
10
REGIONAL OFFICE COMPARES LISTING TO QUESTIONNAIRES
11
REGIONAL OFFICE PULLS ALL ERRORS FOR RE-ENTRY
12
REGIONAL OFFICE HAS ERRORS RE-ENTERED AND VERIFIED
13
REGIONAL OFFICE SENDS "COMPLETE" MESSAGE TO STATE
14
STATE PROCESSES DATA
15
STATE PREPARES REPORTS
16
STATE FORWARDS SPECIFIED REPORTS TO REGIONAL OFFICE
17
REGIONAL OFFICE FORWARDS REPORTS TO SCHOOL AND TEACHERS
18
REGIONAL OFFICE RETURNS QUESTIONNAIRE BATCHES WITH LISTINGS TO TEACHER
19
TEACHER FILES QUESTIONNAIRES IN SCHOOL RECORDS
20
OUT

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 4, REGIONAL OFFICE DATA TOTALING
NARRATIVE DESCRIPTION MODEL

1. From follow-up system operations sub-system.

2. The teacher completes the state summary form. The currently utilized vocational education class roster suffices for the summary form.

3. The teacher files the completed questionnaire in the student's permanent record at the local school.

4. The teacher sends the summary form to the regional office prior to the deadline.

5. The regional office collects all the summary forms.

6. The regional office staff eliminates duplication of questionnaires.

7. The regional office transfers the vocational education class roster from totals to a compliation sheet.

8. The regional office totals compilation sheet by program and by school.

9. The regional office totals schools by program area for the local region.

10. The regional office sends the totals to the state office.

11. To the state office. The state personnel does state totals.

VERTICAL LINE FLOW MODEL

1. From follow-up operations sub-system. 1.

2. Teacher completes state summary form. (vocational education class roster). 2.

3. Teacher files questionnaires in school records. 3.

4. Teacher forwards summary form to regional office. (by deadline). 4.

5. Regional office collects all forms. 5.

6. Regional office eliminates duplications. 6.

7. Regional office transfers vocational education class roster from totals to compilation sheet. 7.

8. Regional office totals compilation sheet by program and by school. 8.

9. Regional office totals schools by program area for the local region. 9.

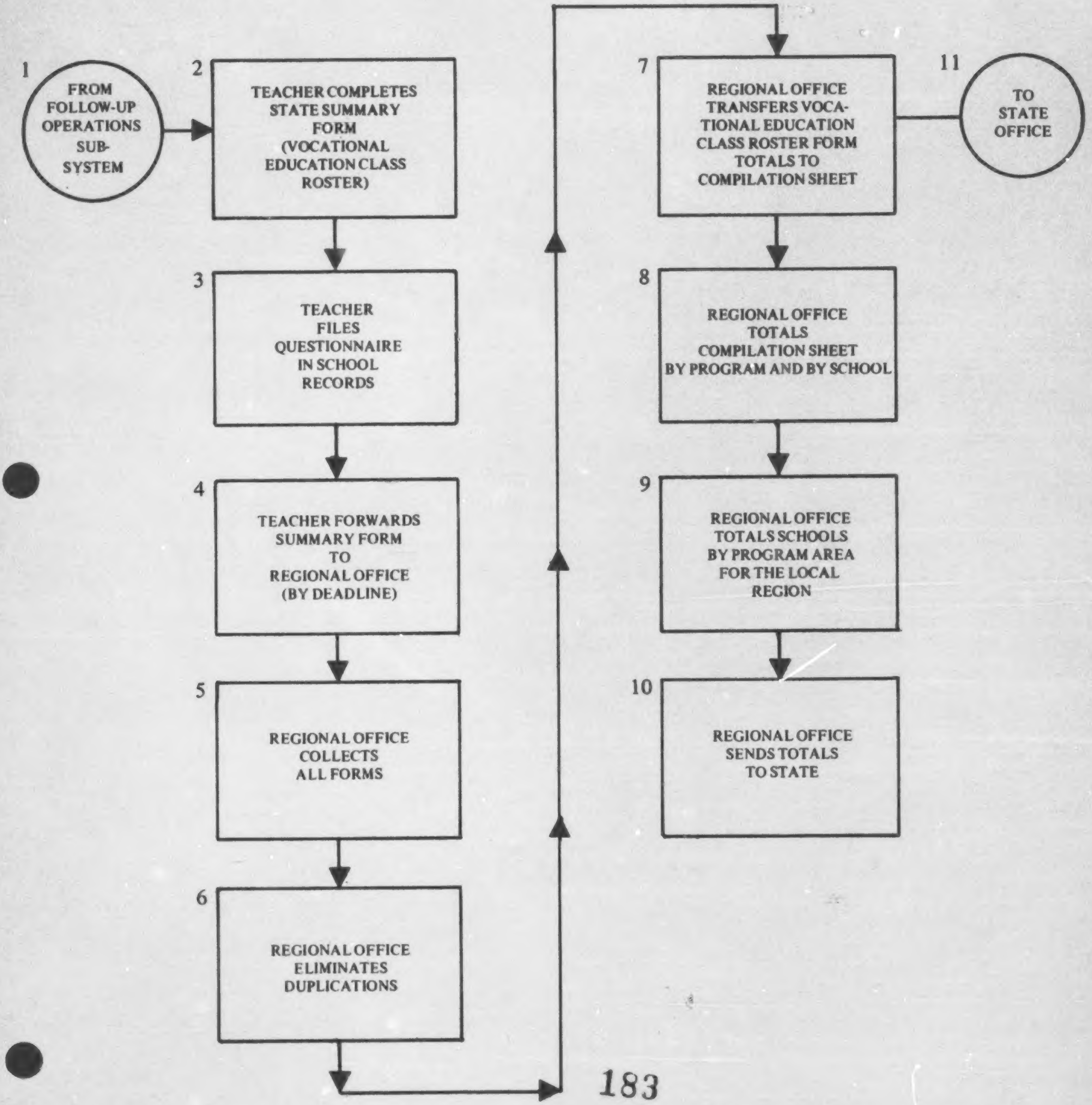
10. Regional office sends totals to state. 10.

11. To state office. 11.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE NUMBER 4, REGIONAL OFFICE DATA TOTALING
TASK IDENTIFICATION CHART

TEACHER:	Completes state summary form (vocational education class roster). Files questionnaires in school records. Forwards summary form to regional office (by deadline).
REGIONAL OFFICE::	Collects all forms. Eliminates duplications. Transfers vocational education class roster form totals to compilation sheet. Totals compilation sheet by program and by school. Totals schools by program area for the local region. Sends totals to state.

FOLLOW-UP SYSTEM
INFORMATION PROCESSING SUB-SYSTEM
ALTERNATIVE 4, REGIONAL OFFICE DATA TOTALING
FLOW CHART MODEL


1
FROM FOLLOW-UP OPERATIONS SUB-SYSTEM
2
TEACHER COMPLETES STATE SUMMARY FORM (VOCATIONAL EDUCATION CLASS ROSTER)
3
TEACHER FILES QUESTIONNAIRE IN SCHOOL RECORDS
4
TEACHER FORWARDS SUMMARY FORM TO REGIONAL OFFICE (BY DEADLINE)
5
REGIONAL OFFICE COLLECTS ALL FORMS
6
REGIONAL OFFICE ELIMINATES DUPLICATIONS
7
REGIONAL OFFICE TRANSFERS VOCATIONAL EDUCATION CLASS ROSTER FORM TOTALS TO COMPILATION SHEET
8
REGIONAL OFFICE TOTALS COMPILATION SHEET BY PROGRAM AND BY SCHOOL
9
REGIONAL OFFICE TOTALS SCHOOLS BY PROGRAM AREA FOR THE LOCAL REGION
10
REGIONAL OFFICE SENDS TOTALS TO STATE
11
TO STATE OFFICE

PART IV
WORK READINESS PROGRAM
Sample Material

WORK READINESS PROGRAM

An instructional program of this type is essential to the employability of all vocational students. Every student must have the ability to sell himself in today's highly competitive job market. Without this ability, the attainment of a high degree of skill proficiency may prove to be futile.

The study of how to get a job will provide for a smooth transition from school to employment. Many students have in the past found the transition to be extremely traumatic, and many times resulting in the students becoming discourages and accepting a job not at all consistent with his or her interests and ability. The area of keeping a job will provide the student with an insight into what will be expected by the employer.

Most secondary students have had very little or no experience in job seeking, thus this program may be their first experience at what job seeking and employment is really like. Many post-secondary and adult vocational students have encountered negative experiences in the area of obtaining and retaining employment. Exposure to this program will provide in many cases the first correct approach to employment success for these students.

Purpose

The purpose of this program is to provide a formal pre-employment program for vocational students preparing to leave the program and enter the labor market. All subjects covered in this program will be directly pertinent to the success of the student after leaving school. All subjects included in this program are designed to provide a "hands-on" experience in areas where many students are totally void of knowledge and experience, thus this service should enhance their employability.

OBJECTIVES OF THE WORK READINESS PROGRAMS

Overall Objective

Given specific procedures to follow for finding and applying for a job, the student will be able to present himself so favorably as an applicant that he or she will be employed.

Objectives

1. Upon completion of the instructional program, the student will be able to identify and know where to obtain all documents needed prior to seeking employment.
2. Upon completion of the instructional program, the student will know the format and the content of a resume and will have prepared one sufficient for submission to any potential employer.
3. Upon completion of the instructional program, the student will be able to provide names and descriptions of all sources of employment information job leads available to him.
4. Upon completion of the instructional program, the student will be able to demonstrate communication skills to a degree acceptable by the average employer.
5. Upon completion of the instructional program, the student will be able to demonstrate the ability to complete an application for employment in a manner sufficient to instill a positive impression on the employer.

6. Upon completion of the instructional program, the student will be able to demonstrate a degree of dress and manners as demonstrated to be acceptable by employers in the area.

7. Upon completion of the instructional program, the student will be able to describe what the employer expects the first day on the job.

8. Upon completion of the instructional program, the student will be able to identify ways of diverting problem situations involving co-workers.

9. Upon completion of the instructional program, the student will have been exposed to both simulated and real interviews with real employers.

10. Upon completion of the instructional program, the student will be able to identify and describe paycheck deductions.

Job Clinic

The job clinic format has been developed with sufficient flexibility to enable each local school staff to develop and present its own program. Four basic approaches have been designed for presenting a comprehensive and properly oriented job clinic. The choice of one of these systems or a modified version of the system is an option the local school placement and follow-up representative and the local school staff must make. The regional industrial coordinator and the placement and follow-up project director are available and will assist the local school staff in development of the job clinic.

Present plans are for the local placement and follow-up representative and the local staff to design, plan and implement the job clinic program in their individual school. This approach allows the greater involvement for the local school staff in implementation of the total Placement and Follow-up Program.

The suggested optional strategies for implementation are seminar method, modified seminar method, competency based method and team teaching method.

Seminar Method: This method involves assembling all existing students in a controlled environment with a pre-planned agenda for presentation of the job clinic program. Implementation of this method involves scheduling quest speakers, film presentations, etc., throughout the program duration.

Modified Seminar: This method consists of dividing the group of exiting students into sub-groups. Each sub-group concentrates on one specific topic pertinent to employability. Each sub-group rotates through each phase of the program until all are completed.

Competency Based: The competency based method involves incorporating the job clinic objectives and activities into the existing curriculum. Utilization of this method will permit each student to demonstrate each competency as an assignment in a regular class. Prior to the student's exit date, small group counseling sessions may be conducted for the purpose of preparing a portfolio for each student.

Team Teaching: The team teaching method necessitates involvement of entire vocational education teaching staff. Implementation of this method provides for each teacher to conduct sessions of employability skills relative to his or her educational area. Examples of this system are that the Business and Office teacher conducts sessions on applications and resumes, while the Home Economics teacher conducts sessions on personal grooming.

Suggested Outline for Job Clinic

I. Orientation to the Job Clinic Program

- A. Purpose
- B. Objectives
  - 1. Global
  - 2. Behavioral

II. Prerequisites to obtaining employment

- A. Birth Certificate
- B. School Record
- C. Work Permit (under 18 years)
- D. Health Record
- E. Social Security Card
  - 1. What it is
  - 2. Where to get one
  - 3. What to do with it
  - 4. What it means
- F. Official license or certificate

III. The Resume

- A. Format
- B. Contents
  - 1. Personal data
  - 2. Education History
  - 3. Work History
  - a. employers
  - b. dates
  - c. jobs held
- C. References
  - 1. Selection of references
  - 2. How to secure references

IV. How to locate potential employer
- A. Job Placement assistance service
  - 1. Teacher
  - 2. Counselor
  - 3. Principal or other personnel
- A. State Employment Agency
- B. Newspaper
- C. Friends and relatives
- D. Private Employment agencies

V. Making the initial contact

- A. How to address the employer over the telephone
- B. How to write a letter of response to an ad
- C. How to make a successful personal call

VI. The Application

- A. How to obtain
- B. How to complete
- C. How to submit

VII. The Interview

- A. Proper manners
- B. Proper dress
- C. Punctuality
- D. Communication Techniques

VIII. The First Day on the Job

- A. What to expect
- B. How to meet co-workers

IX. How to Hold the Job

- A. Punctuality
- B. Adhere to standard policies
- C. Respect lines of authority
- D. Getting along with co-workers

X. The First Paycheck

- A. Deductions
  - 1. F.I.C.A.
  - 2. Insurance
  - 3. Tax
    - a. Federal Income
    - b. State Income
    - c. Local Employment or Payroll Tax

XI. Banking Process

- A. How to open a checking account

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JOB PLACEMENT CLINIC EVALUATION

SCHOOL ______________________ DATE ______________ PLACEMENT SP. __________

CLINIC WAS:

1. ______ Too long
2. ______ Too short
3. ______ About right

INFORMATION WAS:

4. ______ Helpful
5. ______ Most helpful
6. ______ Not helpful
7. ______ Useless

CLINICS:	YES	NO
8. Should be held in school	______	______
9. Should be conducted by classroom teachers	______	______
10. Should be conducted before students leave school	______	______

What other areas could have been covered ____

____

____

11. Do you want help from the Placement Specialist in finding a job ____________________

____

12. Have you tried to find a job:

______ By phoning companies
______ By filing out applications
______ By going for job interviews
______ By contacting friends, relatives or people who are working

13. Are you working now ____

JOB CLINIC

Competency Check Sheet

STUDENT NAME ____

VOCATIONAL PROGRAM ______________________________________

TOPIC ____

	COMPETENCY VERIFIED	
	Yes	No
Birth Certificate	___	___
School Record	___	___
Work Permit	___	___
Health Record	___	___
Social Security	___	___
1. What is it	___	___
2. Where to get one	___	___
3. What to do with it	___	___
4. What it means	___	___
Official License or Certificate	___	___
Resume Content	___	___
1. Personel date	___	___
2. Education history	___	___
3. Work history	___	___
a. employers (past)	___	___
b. dates	___	___
c. jobs held	___	___
References	___	___
1. Selection of references	___	___
2. How to secure references	___	___
How to Locate Potential Employers	___	___
Job Placement Assistance Service	___	___
1. Leads from the teacher	___	___
2. Leads from the counselor	___	___
3. Leads from the principal	___	___
Understanding of the State Employment Service	___	___
Job Leads from Friends and Relatives	___	___

TOPIC	COMPETENCY VERIFIED	
	Yes	No
Private Employment Agencies	___	___
How to Make the Initial Contact	___	___
1. How to address the employer over the telephone	___	___
2. How to write a letter of response to an ad	___	___
3. How to make a successful personal call	___	___
How and Where to Obtain an Application	___	___
How to Complete an Application	___	___
How to Submit an Application	___	___
Proper Interview Manners	___	___
Proper Interview Dress	___	___
Punctuality	___	___
Communications Techniques	___	___
What to Expect the First Day on the Job	___	___
Co-worker Relationship	___	___
Holding the Job	___	___
1. Punctuality, why the employer demands it	___	___
2. Purpose for adhering to standards and policies	___	___
3. Reason for lines of authority	___	___
Paycheck Deductions	___	___
1. F.I.C.A.	___	___
2. Insurance	___	___
3. Tax	___	___
a. federal income	___	___
b. state income	___	___
c. local employment or payroll tax	___	___
4. Banking process	___	___
a. How to open a checking account	___	___
b. How to open a savings account	___	___
c. How to borrow money	___	___

Example

HOW TO FIND THE JOB OPENING AND GET THE INTERVIEW

To get an interview for a job, you must first find out where there are job available. There are several ways to locate job openings.

1. Check the "want-ads" of your local newspaper every day.
2. Place a "situation wanted" ad in your local paper (or trade journal if your job is part of a trade which publishes a journal).
3. Check the civil services openings list in the State Employment Service office. Listings for Federal, State, County and City jobs can be found there. Post offices and city halls also have lists of civil service jobs.
4. Register with your local state employment service. They have lists of open jobs, and they also offer expert vocational guidance.
5. Register with a private employment agency (but remember to ask about the payment and amout of their fees); sometimes you pay, sometimes the employer pays.
6. Look in your local telephone directory for the names of companies which employ people who do your kind of work. Then call or visit their personnel departments to fill out an application. Even if there is not job open for you today, they will keep your application in case a job does, become available.
7. Ask your family, friends and business associates to keep their ears open about possible jobs.
8. Check bulletin boards in supermarkets and other public places.
9. Organizations of religious and nationally groups often have openings. Call your place of workship, the YMCA, YWCA and community center.
10. Students, register in the guidance office or placement office in your school. Make an appointment to discuss your career possibilities with a counselor. Be sure to check the job openings on their boards.

Once you've found a job opening, the next step to follow is getting an. . .interview. To make an appointment for a personal interview, you can call on the telephone: "I am calling in reference to the. . .job that I read about. . .(where). I'd like to make an appointment for an interview.

Example

AT THE INTERVIEW

Answer completely all questions on the written application form. Remember that accurate spelling and good penmanship are important.

Ask for a specific job or type of work. You probably should avoid saying, "I'll take anything." Be flexible and willing, but indicate preference.

Stress your qualifications for the job and your interest in it. Give the information requested. Let the interviewer take the lead in conversation.

Pick up clues given you by the interviewer's questions or statements and use them to convince him that you fit his requirements.

Have your papers arranged for easy reference.

Avoid mention of your personal, domestic and financial problems, but respond honestly and candidly to questions. Discuss only matters related to the job.

Watch personal mannerisms: gum chewing, smoking, fiddling with purse or jingling coins in pocket–these are a few things not to do. Try to relax.

Have a definite understanding as to what is required of you before you are hired. This will avoid disappointment for you and your employer.

Be realistic in discussing wages.

Be ready to go to work, if you are asked, but show concern about giving notice to your present employer. Your prospective employer will respect you for this.

Keep up your courage if the employer doesn't tak you.

Example

HOW TO PREPARE FOR THE JOB APPLICATION AND INTERVIEW

Many times when you first apply for a job, you will be asked some questions and required to fill out an application. To be able to fill out the application correctly and to answer questions the best way possible, you should prepare yourself beforehand. You can do this by:

1. Getting sample applications from several companies to find out what kind of information they all tend to ask. Write this information down and keep it with you when you go to apply for a job.

2. Making a Personal Job Inventory to use in filling out applications, writing letters of application, resumes, and during the interview itself, in answering the questions correctly and quickly. The inventory list should include:

    a. Your complete name, address and phone number.
    b. Your social security number.
    c. Whether you are married or single; the number of children you have, their ages.
    d. Where you were born, your birthdate.
    e. What you are looking for in a job.
    f. Work experience: the names of companies you have worked for; your job at each company, why you left your job and when you started and ended each job. Account for significant lengths of time when you were not working due to illness, injury, jail or travel.
    g. Your summer and part-time jobs.
    h. Your education.
    i. Your clerical skills of knowledge or business machines, sales ability, etc.
    j. Your hobbies.
    k. Organizations to which you belong.
    l. The names, addresses and phone numbers of three people who have agreed to be references for you.
    m. Languages you know, native language, foreign languages; state the level of your ability to read, write and speak.

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Example
SUGGESTIONS FOR FILLING OUT AN APPLICATION FORM

1. Obtain two copies, if possible, so one may be used as a rough draft and file copy.

2. Read form carefully.

3. Be sure you follow directions. Notice if the directions are to print or write, last name first, etc.

4. Fill out the application form in ink – or use a typewriter.

5. When you write or sign your name on the application, use your correct name – not a "nickname."

6. Answer every question that applies to you. If a question does not apply, you may write "NA," meaning not applicable, or draw a ling through the space to show that you did not overlook this question.

7. Be as neat as possible. (The employer expects that your application will be an example of your best work).

8. Be sure every item is accurately and clearly stated.

9. Give your complete address, including your zip code.

10. The question on marital status simply means whether you are single, married, separates, divorced or widowed.

11. Spell correctly. (If you aren't sure about how to speel a word, try to use another work with the same meaning).

12. A question on job preference or "job for which you are applying," should be answered with a specific job title or type of work. Do not write "anything" – employers expect you to state what kind of work you can do.

13. The question on place of birth means the city and state in which your were born–not the name of the hospital.

14. Try to have in mind all of the schools you have attended and the dates of your attendance. (If there are several, it is a good idea to write them down before you apply for a job).

15. Be prepared to list several good references. You should ask permission of those you plan to list. Some good references may include the preacher of your church, a teacher who knows you well, friends who are established in business.

16. Submit the application unfolded, unwrinkled and free from finger marks.

17. When returning by mail, include a letter of explanation, fold properly and insert in an appropriate size envelope.

Taken from *Exploring Careers*

University of Kentucky

PART V
REGIONAL IMPLEMENTATION PLAN

REGIONAL IMPLEMENTATION PLAN

Vocational educators in Kentucky are cognizant of the needs for standarization and alignment of student data and of student services by school, by region and eventually on a state-wide basis. A system has been developed and field-tested in Vocational Education Region Four, to provide for standarization of student data in the areas of former student placement and follow-up.

This system can provide the guidelines for standardizing the methods of generating former student information and employer information for each vocational region in Kentucky. By utilizing standard procedure throughout Kentucky, all information will be consistent, thus providing for uniformity in reports submitted to regulatory agencies.

The Placement and Follow-up Model will be made available for implementation in other vocational education regions in Kentucky. The plan utilized during the field-test in Region Four will be provided for those regions preparing to implement the system.

When vocational education in Kentucky has fully implemented a standarized procedure for generating placement and follow-up information, student services will be improved, reports will be more relevent, and programs will have information to use for future planning purposes. In essence, the development of a state-wide placement and follow-up system will provide for a more efficient and effective student service and data processing procedure.

OBJECTIVES OF THE REGIONAL IMPLEMENTATION PLAN

1. To provide a document designed to serve as a guide for implementing the Placement and Follow-up System in additional vocational education regions.
2. To provide vocational education personnel in the additional regions with examples of materials field-tested in the Region Four Placement and Follow-up System implementation.
3. To provide a step-by-step procedure as derived from the field-test for implementing a regional Placement and Follow-up System

PLACEMENT AND FOLLOW-UP SYSTEM
RESPONSIBILITY CHART

CODE

X = Direct Responsibility
O = Involvement

RESPONSIBILITY / POSITION	Regional Director	Project Director	Industrial Coordinator	Regional Program Coordinator	Regional Business Manager	Project Monitor	Local District Superintendent	High School Principal	High School Counselor	Voc. Ed. Area Center Coordinator	State Voc. Tech. Sch. Principal	Vocational Teacher	Placement & Follow-Up Secretary	High School Secretary	Area Voc. Center Secretary	Regional Review Committee	Bureau Personnel	Contacted Consultants	State Voc. Tech. Sch. Counselor
Project Proposal	X					X											X	O	
Needs Assessment	X	O	X	X		O	O	O	O	O	O	O					X	O	O
Planning	X	X	O	X				O	O	O	O	O				O	X	O	O
Model Development	X	X	X	O		O										O	X	O	
Strategies	X	X	X	O		O										O	X	O	
Review	X	X	X	X		X	O					O				X	X		
Instruments	O	X	X	O		O											O		
Orientation	O	X	X	X				X	X		O	O				O			X
In-Service	X	X	X	X		O		X	X	X	O	X							X
Career Planning								O	X	O	X	X							X
Career Referrals									X	X									X
Testing								O	X	O	X	O							X
Job Referrals								X	X	X	O	X							X
Public Relations	X	X	X	X				O	X	X	X	X			O				X
Employer Contacts			X	X				O	X	X	O	X	O	O	X	O			X
Job Development				X					X	X		X	O	O		X			X
Reports	X	X	X	X		X			X	X	X	X			O				
Records		X	X	X					X	X	X	O			O				
Follow-Up Activities	O	X	O	O				O	X	X	O	X	X	X	O		O		X
Program Revision	X		O	X	X			X	X	X	X	X	X	X			X	O	X

KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM
TIME AND EVENT SCHEDULE

TASKS	DATES
In-Service workshop	August, November February, May
Follow-up system	
Initial Follow-up	February 1, of appropriate year
reports due in Regional Office	March 1, of appropriate year
reports due in Frankfort	April 1, of appropriate year
federal reports due	May 1, of appropriate year
Program Improvement Follow-up	September 1, of appropriate year
reports due	January 1, of appropriate year
Employer Survey	February 15, of appropriate year
reports due in Regional Office	March 15, of appropriate year
reports due in Frankfort	April 1, fo appropriate year
federal reports due	May 1, of appropriate year
Placement system	
Implement	September 1, of appropriate year
Report available job to school office	Daily (or when available)
Report available jobs to Regional Office	Each Wednesday
Summary mailed from Regional Office	Each Friday
Summary received by local school	Each Monday
State employment service interviewer	
Visits local school	Weekly (or as needed)
Student(s) requests placement	Daily

PROCEDURAL TASK LIST

Prepare list of former students for program improvement follow-up.

Prepare list of students from appropriate year program roster known to be working along with the name and address of the employer.

Obtain blank questionnaires.

Place name of school and vocational program code in provided space.

Sign a cover letter to be mailed with each questionnaire.

Address envelope for each questionnaire.

Address return envelope, use school stampe and mark attention Mr. or Ms. (teacher name).

Place stamp on return envelope.

Place questionnaire, cover letter and return envelope in addressed envelope and seal.

Run through postage meter or place stamp on envelope.

Mail questionnaires.

Wait approximately two weeks and send reminder card to the non-respondents.

Keep all returned questionnaires on file until appropriate time.

The initial follow-up will be performed after February 1, of appropriate year.

Keep record of the number of questionnaires and reminders cards mailed.

Estimate the amount of time devoted to placement and follow-up. You will be asked to give this information at a later date.

REGIONAL IN-SERVICE PLAN

Regional Management Plan

1. Schedule meeting of regional director and/or other regional personnel from all participating regions.

2. Request that one person in each regional office be appointed to serve as the regional coordinator for placement and follow-up activities.

3. Conduct regional personnel meeting to orient other regional personnel to the system and to the method of implementation.

4. Each regional director or other designated person(s) schedule meeting of chief administrator of all schools in region. Alternative (1) Visit each school individually to explain the system. Alternative (2) Conduct meeting in central location for all school chief administrators and explain the system to all.

5. Ask each school chief administrator to identify three staff members to serve on the local school leadership team. Suggestions for membership; (1) the chief administrator, (2) the counselor, (3) one teacher, in lieu of a counselor on the staff, it is recommended that two teachers serve.

6. Schedule meeting of leadership teams.

7. Conduct in-service workshop for all leadership teams to orient them to the system.

8. Instruct each leadership team to prepare a local school implementation plan.

9. Instruct each leadership team to schedule a meeting of the vocational education staff to orient the other staff members to the system.

10. Ask each regional placement and follow-up coordinator to schedule visits to each of the participating schools in the region.

Example

REGIONAL REVIEW COMMITTEE

Local School Leadership Teams

ALLEN COUNTY AREA VOCATIONAL CENTER	Rogers Powell, Coordinator Cynthiana Westmoreland, Teacher Danny Roark, Teacher
BARREN COUNTY AREA VOCATIONAL CENTER	Don Williams, Coordinator Harold Oquist, Teacher Elizabeth Erwin, Teacher
BOWLING GREEN STATE VOCATIONAL–TECHNICAL SCHOOL	Phillip Hampton, Principal Howard Sowders, Principal Wendell Smith, Guidance Counselor William Lindsey, Teacher Shirley Russell, Teacher
COMPREHENSIVE EMPLOYMENT TRAINING ACT	Bill Moore, Coordinator Judy Jackson, Teacher
GLASGOW SCHOOL FOR PRACTICAL NURSING	Rebecca Forrest, Coordinator Jean Kronemeyer, Teacher
MONROE COUNTY AREA VOCATIONAL CENTER	Bob Bierman, Coordinator Billy Proffitt, Teacher Charles Newport, Teacher
RUSSELLVILLE AREA VOCATIONAL CENTER	William Brown, Coordinator Maurice Grayson, Teacher Peggy Violett, Teacher
ALLEN COUNTY-SCOTTSVILLE HIGH SCHOOL	Bennie Keen, Principal Cecil Haven, Guidance Counselor Danny Shipley, Teacher
EDMONSON COUNTY HIGH SCHOOL	Johnny Vincent, Principal Joe Potett, Guidance Counselor Joan Higgs, Teacher
FRANKLIN–SIMPSON HIGH SCHOOL	Kenneth Metcalf, Principal Leon Mooneyhan, Coordinator Vocational Programs Sallie Hammers, Teacher
GLASGOW HIGH SCHOOL	Charles Honeycutt, Principal Lucille Peers, Guidance Counselor Carol Hatler, Teacher
OLMSTEAD HIGH SCHOOL	Lorenzo Davis, Principal R.E. Price, Guidance Counselor Neva Jenkins, Teacher

LEADERSHIP TEAM

In order for the Placement and Follow-up System to function properly, local school personnel must assume the responsibility for implementing and maintaining the system. There must be someone on each school staff appointed to function in the capacity of leader for the local vocational education staff. In order that the entire school staff be involved in placement and follow-up activities, is it suggested that three members of each staff be appointed to serve on the leadership team for the local school.

Criteria for the selection of the leadership team have been developed on the premise that one person from each school function should serve on the team.

The leadership will serve as advisors to the reminder of the vocational education faculty and staff. The local leadership team from each school will serve on the regional review committee, thus all information will be disseminated to the local school through the regional review committee.

Role and Duties of Leadership Team

Actively participate in project in-service education activities.

Provide leadership in local education agency for placement and follow-up activities.

Conduct continuous in-service education activities concerning placement and follow-up processes in their local education agency.

Provide liaison between project staff and local education personnel.

Assist in furthering better relations between the local education agency and business/industry.

Assist in planning and conducting progress review meetings.

Preparing individual local education agency progress reports.

Prepare summary of findings for local education agency.

Present findings to local education agency staff.

Assist in implementing program improvements.

Criteria for Selecting Leadership Team

All team members must be able to communicate with their colleagues and the team must include at least one member who:

Has a role in the school for major decision-making

Is an educational innovator in their vocational program area.

Continuously provides career information to all learners.

The team will consist of three members.

PLACEMENT AND FOLLOW-UP SYSTEM

Local School Plan

1. The Placement and Follow-up committee for ______________________
(school)

will be ______________________ ______________________
name position

______________________ ______________________
name position

______________________ ______________________
name position

2. The chairperson for the committee will be:

______________________ ______________________
name position

3. The student availability file will be sent up by:

____
name

A. The file will be located in:

____

B. The person responsible for maintaining and updating the file will be:

____

4. The person responsible for the job availability file will be:

____

A. The File will be located in:

____

B. The person responsible for maintaining and updating the file will be:

____

C. The person who collects the job availability cards, summarizes the information and sends the report to the regional office each Wednesday will be:

____

D. The person who distributes the job availability list each Monday will be:

____

5. The person responsible for mailing student follow-up questionnaires will be:

____

6. The person responsible for summarizing and reporting follow-up information will be:

____

7. The person responsible for preparing the report of respondents and non-respondents will be:

____

8. The person responsible for compiling a list of employers of former vocational students will be:

____

9. The person responsible for utilizing the information as a result of the Placement and Follow-up System will be:

____

10. Outline or describe the plan for staff orientation.

11. Describe plan for informing students of the system.

12. Describe plan for involving citizens, community and/or parents.

13. Identify the local State Employment Service representative.

____

14. Give tentative plan for school visitation by State Employment Service representative.

IN-SERVICE PLAN

The in-service workshop should consist of the following participants:

Six vocational schools—coordinators, two teachers (State School—Counselor)	18
Five County and/or independent Schools, Principal, Counselor and vocational teacher	15
Regional Vocational Education Staff	5
Bureau for Manpower Services	14
Guidance—(State and Regional)	3
Kentucky Bureau of Vocational Education Staff	5

Tasks to the addressed prior to the workshop:

Develop goal
Develop objectives
Develop agenda for workshop
Develop outline for presentations
Identify presenters
Contact presenters
Dates for workshop
Location of workshop
Reserve lodging, meeting rooms
Schedule meal functions
Design workshop program
Contingency plan for "no-show" presenters
Identify workshop packet of materials
Design presenter evaluation form

Example
Region Four
RURAL MANPOWER SCHEDULE
Bowling Green Office

Office Hours 8:00 a.m. to 1:00 p.m., Monday through Friday

Allen County

Lance P. Hakanson
Rural Manpower Representative
505 E. Main Street
Scottsville, KY 42164

PH: 237-4785

Edmonson County

Wayne Page
Rural Manpower Representative
Wilkes Clinic Building
Brownsville, KY 42210

PH: 597-2212

Simpson County

Cathy O. Ross
Rural Manpower Representative
207 N. Water Street
Franklin, KY 42134

PH: 586-5251

Butler County

David R. Dougherty
Rural Manpower Representative
Courthouse–c/o General Delivery
Morgantown, KY 42261

PH: 526-3671

Logan County

Joseph H. Greenwell
Rural Manpower Representative
P.O. Box 187
Russellville, KY 42276

PH: 726-3897

Warren County

Ray Lanham
Rural Manpower Supervisor
803 Chestnut Street
Bowling Green, KY 42101

PH: 781-6170

Glasgow Office

Office Hours 8:00 a.m. to 1:00 p.m., Monday through Friday

Barren County

Lou Ann Simpson
Rural Manpower Representative
445 N. Green Street
Glasgow, KY 42141

PH: 651-2121

Hart County

Eugene Ford
Rural Manpower Representative
P.O. Box D
Munfordville, KY 42765

PH: 524-0320

Metcalfe County

Peggy England
Rural Manpower Representative
P.O. Box 345
Edmonton, KY 42129

PH: 432-5022

Monroe County

Charles McLellan
Rural Manpower Representative
505 N. Main
Tompkinsville, KY 42167

PH: 487-8382

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OBJECTIVES FOR IN-SERVICE

1. Leadership team will be able to express the rationale for the placement and follow-up system.

2. Leadership team will be able to express basis philosophy and basic concepts of the placement and follow-up.

3. Leadership team will be able to outline the procedures for conducting a local placement and follow-up program.

4. Team leaders will be able to describe in detail a placement and follow-up system.

5. Team leaders will be able to enhance cooperative endeavors for a total placement and follow-up system.

6. Team leaders will be able to conduct adequately in-service education meeting with the LEA staff.

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Suggested Format

IN-SERVICE WORKSHOP AGENDA

First Day

9:30	Registration	
10:00-10:10	Welcome	Bob Gray
10:10-10:30	Project History	Martha Raymer
10:30-11:00	Need for Placement and Follow-up	Guest Speaker
11:00-11:30	Kentucky's need for Placement and Follow-up	Bureau Representative
11:45	Lunch	
1:00-1:30	Role and Duties of the Leadership Team	Martah Raymer
1:30-2:00	Overview of the Placement System	Bob Brown Bob Gray
2:00-2:30	Break	
2:30-4:00	Interaction Analysis–Placement System	Groups
6:00-7:30	Dinner	
7:30-8:00	Overview and Follow-up System	Stokley Hall Bob Gray
8:00-8:30	"A Look at the Book"	Martha Raymer

Second Day

8:30-10:00	Dynamic Analysis–Follow-up System	Groups
10:00-10:30	Break	
10:30-10:50	Development of School Plan for Placement and Follow-up System	Martha Raymer
10:50-11:30	One School's Plan–Questions and Answers–Symposium	Local School Personnel
11:45-1:00	Lunch	
1:00-2:00	Leadership Team–Development of Local Plans	Leader and Local Teams
2:15-2:45	Future Plans	Martha Ramyer Bob Gray
2:45	Adjourn	

PART VI
PLAN FOR PROGRAM IMPROVEMENT

PLAN FOR PROGRAM IMPROVEMENT

The importance of program improvement has previously been emphasized throughout the context of the placement and follow-up administrative procedure.

This section is designed to provide an orientation to the basics of developing and implementing a formal procedure for program assessment and revision.

The information generated from the program improvement and the employer survey serves as the basis for determining revision and/or improvement needs pertinent to the local instructional program. This particular phase of the placement and follow-up system deals primarily with methods of assismilating the information from the program improvement follow-up and the employer survey into a usable format adaptable to program improvement use by local administrators and teachers.

The program improvement plan consists of two forms, the first of which is designed to provide an opportunity for the teacher to list warranted program changes, relative to the follow-up, along with the teachers plan for producing the change. The second form provides an opportunity for the teacher to list the plans for producing the change, along with the progress made toward producing the change.

This program improvement plan may be implemented in a variety of ways. Based on the result of the field-test in Vocational Education, Region Four during FY '78, it is recommended that an in-service workshop be conducted at the local school level involving all vocational teachers and administrators having responsibility to that facility. The method provides an opportunity for open discussion among the personnel, thus producing a plan more conducive to local implementation and future success.

EXAMPLE

RESULTS OF FOLLOW UP	WAYS TO IMPROVE VOCATIONAL PROGRAM AS RESULT OF FOLLOW-UPS
EMPLOYER SURVEY (Items receiving Below Average rating) I. 1. Quality of employee's work	I. 1. Teacher maintain high standards of performance. Use variety in forms of testing to be certain the student can do qualidy work. Allow student to evaluate their own and other students work, then compare with teacher evaluation to locate quality deficiences. Have speaker from local industry speak on industry losses resulting from inferior quality work. Set up role playing situations with simulated industry operating with employees performing low quality work.
II. 5, Cooperation with co-workers.	II.
III. Comments "needs only more experience on the job to become a very good craftsman. The employee possesses good skills and work knowledge and common sense. The employee is a little slow at times."	III. Comments
PROGRAM IMPROVEMENT FOLLOW-UP 7. How well did your vocational training prepare you to secure and hold your job? ANSWER: Fair Suggestion for improvement: Equipment I used in vocational school was too old	7.

PLAN FOR PROGRAM IMPROVEMENT AS RESULT OF FOLLOW-UP SURVEYS

Name of Program ______________________ Date ____________

School ______________________ Teacher ____________

EMPLOYER COMMENTS (from Employer Survey)	PLANS FOR PROGRAM IMPROVEMENT
STUDENT COMMENTS (from Program Improvement Follow-Up)	
OTHER COMMENTS (from Advisory Committee, parents or former students)	

REPORT OF PROGRAM IMPROVEMENT AS RESULT OF FOLLOW-UP SURVEYS

Name of Program ______________________ Date ______________________

School ______________________ Teacher ______________________

Plans for Program Improvement	Progress Made

GLOSSARY

Terminology with Definitions

Vocational Education: That phase of education where the major objective is prepartion for gainful employment, the upgrading of existing skills to assist one in advancing in the occupation or making necessary adjustments for changing occupations.

Direct Operated Program: Vocational education program under the direction of the State Board of Occupational Education and administered through the Bureau of Vocational Education.

Reimbursed Program: Vocational education program operated by a local school board and the cost reimbursed by the Bureau of Vocational Education upon proof of the program meeting specified criteria.

Student: A person engaged in a learning process.

Trainee: Synonymous with student, but may be used to denote individuals in training in adult classes for specific jobs such as those designed for new industry or C.E.T.A.

Enrollement: The results of completing all requirements for admittance to a vocational education program or class.

Education: The total of one's experiences.

Training: One phase of the education process usually heavy in the psychomotor domain.

Graduation: The act of recognition by an institution that an indivudal has completed all requirements of a pre-planned curriculum.

Completion: The fulfillment of all requirements for a prescribed course of study with specific competencies and objective(s).

Termination: The end of a formal educational experience.

Completer: (fullcourse): One who has achieved established objectives in order to become proficient in all activities within an instructional program.

Completer (early): One who has achieved established objectives in order to become proficient in a specific activity within an instructional program.

Exitee: One who leaves a formal instructional program.

Terminee: Synonymous with exitee.

Placement: The next step in one's ladder.

Form Approved
OMB No. 76-RO688

OCCUPATIONAL GRADUATE EMPLOYMENT QUESTIONNAIRE

REPORTS CONTROL SYMBOL 22-12

IMPORTANT-Read instructions on reverse carefully before completing this questionnaire.

1. WERE YOU ON ACTIVE DUTY IN THE ARMED FORCES OF THE U.S. WHEN YOU COMPLETED THIS COURSE?

☐ YES *(If "YES," no further questions need to be answered)*　☐ NO *(If "NO," continue to question 2A)*

2A. SINCE COMPLETING THIS COURSE OF TRAINING, HAVE YOU EVER WORKED IN AN OCCUPATION DIRECTLY RELATED TO THIS TRAINING?

☐ YES *(If "YES," complete Items 2B and 2C and then skip to Item 6A)*　☐ NO *(If "NO," continue to question 3A)*

2B. OCCUPATION AND MOST IMPORTANT DUTIES OR ACTIVITIES	2C. NAME AND ADDRESS OF THAT EMPLOYER

3A. SINCE COMPLETING THIS COURSE OF TRAINING HAVE YOU EVER WORKED IN A CLOSELY RELATED JOB, COMPARABLE IN LEVEL TO THE TYPE OF WORK FOR WHICH THIS COURSE PROVIDED TRAINING? *(Answer "yes" only if the skills you have used from this course are essential for satisfactory performance of the "closely related" job.)*

☐ YES *(If "YES," complete Items 3B and 3C and skip to Item 6A)*　☐ NO *(If "NO," continue to question 4A)*

3B. OCCUPATION AND MOST IMPORTANT DUTIES OR ACTIVITIES	3C. NAME AND ADDRESS OF THAT EMPLOYER

4A. SINCE YOU ANSWERED "NO" TO QUESTIONS 2A AND 3A, ABOVE, HAVE YOU BEEN AVAILABLE FOR EMPLOYMENT IN THE TYPE OF WORK FOR WHICH THIS COURSE PROVIDED TRAINING?

☐ YES *(If "YES," skip to Item 6A)*　☐ NO *(If "NO," complete Item 4B)*

4B. CHECK THE BOX BELOW WHICH BEST EXPLAINS WHY YOU HAVE NOT BEEN AVAILABLE FOR EMPLOYMENT IN THIS TYPE OF WORK

☐ (1) I TOOK THE COURSE FOR PERSONAL ENRICHMENT AVOCATIONAL OR RECREATIONAL PURPOSES ONLY
☐ (4) I BECAME PREGNANT, CAUSING ME TO FOREGO A NEW CAREER
☐ (6) MY MARITAL STATUS CHANGED, CAUSING ME TO FOREGO A NEW CAREER
☐ (2) I HAVE CONTINUED MY SCHOOLING
☐ (5) I WAS UNWILLING TO MOVE TO A NEW LOCALITY TO TAKE AN AVAILABLE JOB
☐ (7) OTHER REASON *(Explain)*
☐ (3) I BECAME DISABLED AND CANNOT DO THIS TYPE OF WORK

5. REMARKS

6A. SIGNATURE OF GRADUATE	6B. DATE SIGNED	6C. GIVE TELEPHONE NUMBER WHERE YOU CAN BE REACHED

THIS IS THE END OF THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED, PRE-ADDRESSED ENVELOPE. PLEASE MAIL IT TODAY.

TO BE COMPLETED BY SCHOOL

DATA PROVIDED BY:

☐ QUESTIONNAIRE　☐ INTERVIEW　☐ SCHOOL RECORDS

DATA AUTHENTICATED BY: *(Signature and Title of school official)*	DATE

VA FORM OCT 1976 **22-8722**　SUPERSEDES VA FORM 22-8722, MAY 1973, WHICH WILL NOT BE USED.　560543

(Insert school name and address or letterhead)

NAME OF GRADUATE

ADDRESS OF GRADUATE

School records show that you completed the following course on the date shown:

TITLE OF COURSE *(Program)* DATE COMPLETED

We are required by Public Law 93-508 to obtain information for all persons completing the course identified above. This information will be provided to the State approving agency which approves courses for veterans training under the GI bill. It may also be made available to certain agencies of the Federal government.

THE INFORMATION YOU PROVIDE WILL BE USED FOR STATISTICAL PURPOSES ONLY AND YOU WILL NOT BE IDENTIFIED IN REPORTS PREPARED FROM THESE DATA.

Please provide answers to questions on the other side of this page. The instructions for each question are given below. If your address has changed from the one shown above, please give your new address in item 5 (Remarks).

Question 1:	This question is intended to identify only those persons who were on active duty in the Armed Forces of the U.S. at the time they COMPLETED this course. Persons answering "YES" to question 1 should not complete the remainder of the questionnaire but should return it in the enclosed, pre-addressed envelope.
Question 2:	This question is intended to identify persons who have worked in the specific occupational category for which the course was designed to provide training.
Question 3:	This question is intended to identify persons who have worked in an occupational category of comparable level which is closely related to the occupational category for which the course was designed to provide training. You should answer "YES" only if the skills you have used from this course are essential for satisfactory performance of the "closely related" job. (For example: A keypunch operator is not a closely related job for a computer operator course; a local delivery truck driver is not a closely related job for a large diesel tractor trailer operator course.)
Question 4:	This question is intended to identify persons who have not been available for employment in a directly related or closely related occupational category or who have been unwilling to accept a reasonable offer of such employment.

PRIVACY ACT INFORMATION - This report is authorized by law (38 U.S.C. 1673 and 1723). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely. This information will be used to determine the effectiveness of a portion of the VA's educational benefits program. Responses which are submitted may be released to the VA or to other agencies of the Federal Government as permitted by law.

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Form Approved
OMB No. 76-RO688

VETERANS ADMINISTRATION

OCCUPATIONAL GRADUATE EMPLOYMENT REPORT (Schools)

REPORTS CONTROL SYMBOL 22-12

IMPORTANT–Carefully read instructions on reverse before completing this form.

NAME AND ADDRESS OF SCHOOL

SCHOOL TELEPHONE NO. *(Include Area Code)*

NAME OF COURSE *(Program)*

PERIOD COVERING PERSONS COMPLETING OR DISCONTINUING TRAINING

FROM TO

LINE NO.	DESCRIPTION	ENTRY	FOR VA USE ONLY CARD COL.
	PERIOD COVERING PERSONS COMPLETING OR DISCONTINUING TRAINING		1
1	PERSONS WHO COMPLETED OR DISCONTINUED TRAINING		2-6
2	NUMBER WHO DID NOT COMPLETE COURSE *(Including persons on active duty)*		7-11
3	REMAINDER *(Line 1 minus Line 2)*		12-16
4	PERSONS WHO COMPLETED COURSE WHILE IN RECEIPT OF VA EDUCATIONAL ASSISTANCE ALLOWANCE AND WHILE ON ACTIVE DUTY IN THE ARMED FORCES OF THE U. S.		17-19
5	REMAINDER *(Line 3 minus Line 4)*		20-24
6	PERSONS TO BE SURVEYED *(If Line 5 is 300 or less, use Line 5. If Line 5 is greater than 300, sampling may be used. Persons discovered to be in service will be replaced by others)*		25-29
7	UNABLE TO CONTACT		30-32
8	PERSONS CONTACTED *(Line 6–Line 7)*		33-37
9	NO RESPONSE *(Including refusals)*		38-40
10	TOTAL RESPONDENTS *(Line 8–Line 9)*		41-45
11	MINIMUM ACCEPTABLE RESPONSE FOR PERSONS CONTACTED *(Line 8 x .60) (Round to nearest whole number)*		46-49
12	RESPONSE BASE ADJUSTED FOR RESPONSE RATE *(Enter number from Line 10 or Line 11, whichever is greater)*		50-54
13	EXCLUDED RESPONSES–TOTAL		55-58
	A. DISABLED		59-61
	B. IN TRAINING		62-64
	C. PERSONAL ENRICHMENT, AVOCATIONAL, OR RECREATIONAL		65-67
	D. PREGNANT		68-70
	E. CHANGE IN MARITAL STATUS *(cannot start new career)*		71-73
	F. UNWILLING TO MOVE TO NEW LOCALITY		74-76
	G. OTHER VALID REASONS		77-79
14	PERCENT OF RESPONSES USED *(Line 10–Line 13; divided by Line 10) (Round to nearest tenth of percent)*		80-82
15	RESPONSE BASE FURTHER ADJUSTED FOR EXCLUSIONS *(Line 12 x Line 14) (Divided by 100) (Round to nearest whole number)*		83-87
16	EMPLOYED IN TYPE OF WORK FOR WHICH TRAINED		88-92
17	EMPLOYED IN A CLOSELY RELATED TYPE OF WORK WHICH REQUIRES SUBSTANTIAL USAGE OF SKILLS LEARNED IN THIS COURSE		93-97
18	PERCENT EMPLOYED IN THE SAME TYPE OF WORK *(Line 16 divided by Line 15) (Round to nearest tenth of a percent)*		98-101
19	PERCENT EMPLOYED IN THE SAME OR A CLOSELY RELATED TYPE OF WORK *(Line 16 + Line 17, divided by Line 15) (Round to nearest tenth of a percent)*		102-105

SIGNATURE AND TITLE OF SCHOOL OFFICIAL

DATE

CERTIFICATION BY STATE APPROVING AGENCY–This report has been checked and we find that it ☐ Does ☐ Does Not support at least a 50 percent employment level in the same or a closely related type of work for which trained.

SIGNATURE AND TITLE OF STATE OFFICIAL

DATE

FOR VA USE ONLY ▶	COURSE CODE *(106-109)*	FACILITY CODE *(110-117)*	RO NUMBER *(118-119)*	*(120)*

VA FORM OCT 1976 **22-8723**

SUPERSEDES VA FORM 22-8723, MAY 1975, WHICH WILL NOT BE USED.

INSTRUCTIONS FOR THE OCCUPATIONAL GRADUATE EMPLOYMENT REPORT (SCHOOLS)

NOTE: The schools will submit to the State approving agencies employment questionnaire data for individual vocational courses.

LINE 1—Enter on this line the number of persons who completed or discontinued training in the course during the stated time period. Persons will be identified as having discontinued training if they stopped training during the two year report period without completing the course and had not resumed training by the end of the cited two year period.

LINE 2—Enter on this line the number of persons reported on line 1 above who are in the "discontinued training" category.

LINE 3—Enter on this line the difference between the numbers reported on lines 1 and 2.

LINE 4—Enter on this line the number of persons included on line 3 who were on active duty in the Armed Forces at the time they completed training in this course while receiving VA educational assistance allowance.

LINE 5—Enter on this line the difference between the numbers reported on lines 3 and 4.

LINE 6—Enter on this line the number of persons to be surveyed. This will be the same as the entry on line 5 unless that number exceeds 300. If the entry on line 5 does exceed 300, the number to be entered on line 6 may be developed in accordance with sampling instructions or the entire number from line 5 may be used. Persons in the sample discovered to be in service will be replaced by other non-service persons.

LINE 7—Enter on this line the number of persons in the survey (line 6) who were not contacted by the school. (Reasonable efforts must have been made by the school to contact all persons included in the survey.)

LINE 8—Enter on this line the difference between the numbers on lines 6 and 7.

LINE 9—Enter on this line the number of persons included on line 6 who did not respond or who refused to provide the requested information. The "no response" category will include persons who presumably were reached through the mail (the questionnaires were not returned as undelivered by the post office) but who did not respond.

LINE 10—Enter on this line the number of persons included on line 6 who provided the requested information or for whom the necessary information already was available in the school files (line 8 minus line 9).

LINE 11—This line is to be used only if the response rate attained (line 10 divided by line 8) is less than .60. When this occurs, compute the entry for line 11 by multiplying the entry on line 8 by .60 and rounding to the nearest whole number.

LINE 12—Enter on this line the number from line 10, except if a larger number is on line 11 enter the number from line 11.

LINE 13—Enter on this line the number of persons who are to be excluded from the analysis because the response established that the person completing the course has not been available for employment in the type of work for which the course provided training, or has unreasonably refused to accept such employment. In order to exclude a response on this basis it is necessary that the information obtained in the survey clearly establish that the person has not been available for such employment since completing the course or that the person has unreasonably refused offers of such employment. Any exclusions reported on line 13 will be reported under the applicable reason listed under line 13. The entry on line 13 must equal the sum of the entries for those specific reasons. Note: In no instance will more than one reason for exclusion be reported for a person in the survey. If two or more reasons are listed on the questionnaire, only the reason with the lowest number will be listed.

LINE 14—The entry on this line will be derived by subtracting the entry on line 13 from the entry on line 10 and dividing the difference by the entry on line 10. Multiply the quotient by 100 and round the percent to the nearest 10th of a percent.

LINE 15—Enter on this line the response base which has been further adjusted by allowing for deletion of exclusions. This computation has the effect of allowing for exclusions among any non-respondent added to the response base in line 12 above, at the same rate that exclusions occurred among the respondents. This entry will be derived by multiplying the entry on line 12 by the entry on line 14 and dividing by 100. Round to the nearest whole number. (Example 1: 145 X 67.6 = 98.)

LINE 16—Enter on this line the number of respondents who have been employed in the specific occupational category for which the course was designed to provide training.

LINE 17—Enter on this line the number of respondents who have been employed in a closely related occupational category which requires a high degree of use of skills learned from this course. Respondents will be included in this entry *only* if the skills used from this course are essential for satisfactory performance of the "closely related" job.

LINE 18—Enter on this line the percent of respondents employed in the same type of work for which trained. Compute the entry for this line by dividing the entry on line 16 by the entry on line 15 and multiplying the quotient by 100. Round the percent to the nearest 10th of a percent.

LINE 19—Enter on this line the percent of respondents employed in the same type of work for which trained, or in a closely related type of work. Compute the entry for this line by dividing the sum of the entries on lines 16 and 17 by the entry on line 15 and multiplying the quotient by 100. Round the percent to the nearest 10th of a percent.

APPENDIX B

PLACEMENT AND FOLLOW-UP

Suggestions/Recommendations

1. List the person's name on the 6 month questionnaire who referred the information (this is on the bottom - this could help us later on when we do 2 year or other follow-up).

2. Give a very concise set of instructions for each questionnaire, survey, post card, etc. right on the particular item - it should be on the questionnaire (as an example so that the student, teacher, etc., will have no problem in determining what is requested).

3. Mail out's should be eliminated - poor return.

4. There should be a very simplified, concise statement which the teacher should read concerning the purpose of the questionnaire and about how it can benefit them. This should be highly stressed and it should also be included on the student referral card.

5. Would like better instructions on the roster... much confusion concerning intent.

6. On 6 month questionnaire, have a change of address at top of sheet rather than at bottom, right under current address. Also have instructions to mark out old address if it does change.

7. On "Someone who will always know your address".... students will usually list their parents (this is asked for on permanent record card) if they are secondary, and they will probably be moving with their parents if they move. We should ask them to list someone else or someone not in their home, etc.

8. We need an information guide for teachers which has three parts. The first

two parts will be indexed with tabs at the edge so that specific items can be turned to quickly.

1. The first segment will be the specific items such as 6 month questionnaire student referral card, introductory card, etc., with instructions for each item.
2. Part 2 - will be what to do under certain conditions, ie, student drops, student enters, student completes program, etc., - with each of these tabs, instructions will be given as to what to do, ie, "student drops, complete information on (1) student referral card, (2) check 6 month questionnaire information to make sure it is accurate and current, etc.
3. The third part would be the small manual we now have everything would be cross referenced.

9. How long will we follow-up students - just 2 years? If so, will this satisfy S.A.C.S.?

10. In our region, all teachers must fill out a placement and follow-up card which is kept by the teacher in their classroom. We advocate continuing this method with the student referral card. Modify slightly the student referral card on the back to give us follow-up and placement information. Reason - first it is readily available to the teacher. second - we will not be circumventing the teacher should employment security come by and check the file and refer student or former student to a job without first talking to the teacher. Also, we would avoid duplication of work - we could then eliminate completely the current placement and follow-up card.

11. Tie follow-up to April 1 budget plans.

12. Student Referral Card - There are no regulations on the period of time that

we are to keep the referral cards on file. It is suggested that we keep the cards for at least three years.

13. Job Opportunity Card - It is suggested that we read the local newspapers for job openings.

14. Follow-up - There is a question concerning follow-up on students who are not employed in the field they were trained for.

15. I already had a Follow-up System before this project was field-tested. However, the forms used with the Region IV Placement and Follow-up System were used to improve my original system. A method of filing the information received will make each follow-up in the future much easier to locate graduates.

16. Cease mailing forms to former students. (If mailing is desired it should be done and responses received in the B.G. office).

17. Form committee of teacher, guidance counselor, and principal to determine employment status of former students.

18. Conduct follow-up study of all students, one and three years after graduation.

19. Eliminate social security number from all forms, because many students will not give due to Family Rights and Privacy Act.

20. Leave the statement "someone who will always know your address" as is.

21. Have the Bureau to obtain a postal permit for state-wide use.

22. Student referral card title is o.k. as is.

23. If teacher is required to do job development and placement and follow-up by visiting employers on a regularly basis, money should be available for mileage.

24. Complete six month follow-up questionnaire upon employment and update on February 1.

25. List relationship of person listed as "someone who will always know where you are".

26. Make optional the regional mailout to regional schools the lists of jobs reported as available during the week. Rationale for this is the plan is quicker, also if one school is aware of jobs in mass quantity, all schools will have the same information.

27. Only complete one 6 month questionnaire for each student regardless if the student if not listed on a roster for one, two or three years. Just pull the old one out and move it to the new file.

28. Possibility of change in cover page.

29. Revise introduction.

30. Page 2, synopsis, Item #4 delete mandatory filing procedure. leave filing optional to each region.

31. Repeat above for Item #7.

32. Page #3, Item #1-G., possibility of deletion. The Regional Office does not need those.

33. Page #3, Item #2, add sub part C in order to provide for a summary.

34. Question: Reword objective #2, Page #9 in order to add more depth to the portion on program improvement.

35. Delete from manual mandatory filing procedures.

36. Do not file placement and follow-up material with the students other records.

37. Some valid way should be devised to keep positive track of the addresses of students. Have two addresses on students to improve chances of locating them.

38. Need clerical assistance to help with the paper work.

39. "1" day students should not have to be kept track of for 5 years. Students should have stayed at least 1 month to be included in the full follow-up system. Maybe "1" day students could be assigned a different form since they were not in school long enough to evaluate the program.

40. In most instances, the teacher already knows the information that he receives with the returned forms, so there should be someone else who could review and study the forms.

41. Shorten the 2-year form by avoiding duplication from earlier forms and send the form direct to the employer.

42. The reports should identify individuals with the class roster used to make out the mail-outs.

43. Should send form out every 3-5 years, not 6 months and 2 years.

44. If a student stays 2 years, this is enough follow-up.

APPENDIX C

PLACEMENT AND FOLLOW-UP SYSTEM

Local School Plan

1. The Placement and Follow-up committee for ______________________ (school)

will be ______________________ ______________________
name position

______________________ ______________________
name position

______________________ ______________________
name position

2. The chairperson for the committee will be:

______________________ ______________________
name position

3. The student availability file will be set up by:

____
name

A. The file will be located in:

____

B. The person responsible for maintaining and updating the file will be: ______________________

4. The person responsible for the job availability file will be:

____

A. The file will be located in:

____

B. The person responsible for maintaining and updating the file will be: ______________________

C. The person who collects the job lead cards summarizes the information and sends the report to the regional office each Wednesday will be: ______________________

D. The person who distributes the job availability list each Monday will be: ______________________

5. The person responsible for mailing student follow-up questionnaires will be: ______________________________

6. The person responsible for summarizing and reporting follow-up information will be: ______________________________

7. The person responsible for preparing the report of respondents and non-respondents will be: ____________________________

8. The person responsible for compiling a list of employers of former vocational students will be: _________________________

9. The person responsible for identifying the former students for the non-completor follow-up will be: ________________________

   A. The person responsible for performing the non-completor follow-up will be: ___________________________

   B. The person responsible for collecting and summarizing the non-completor follow-up information will be: _______________________

10. The person responsible for utilizing the information produced as a result of the Placement and Follow-up System will be:

    ____

APPENDIX D

PLACEMENT AND FOLLOW-UP SYSTEM

Employer Survey

Vocational Education Region IV
FY 1977-78

Number of employers surveyed	295
Number of employers responding	230
Number of questionnaires mailed	415
Number of questionnaires returned	312
Number of questionnaires returned "not deliverable"	9
Number of questionnaires returned not completed	34
Number of questionnaires returned, but unable to identify	0
Number of questionnaires returned with recordable data	275
Number of questionnaires returned late, after summary completed	3
Percentage of employer response	77.9

Narrative Interpretation

During the 1977-78 school year, 295 employers of former vocational students from Region IV were subjected to a mail-out survey. The purpose of the survey was to gain information deemed useful during the program planning process. As previously stated, 295 employers were mailed questionnaires, of which 230 employers responded, thus providing for a return rate of 77.9%. It must be noted at this point that a reminder card was mailed to the non-respondents approximately two weeks after the questionnaire mailing. The reminder mail-out produced approximately a 10% additional return which proved to be very worthwhile in achieving the final results.

Many employers hire students from more than one program area, thus there were 415 former student questionnaires mailed to the 295 employers. Of the 415 questionnaires mailed, 312 were returned providing for a 75.1% return rate. Of the 312 questionnaires returned, 34 were returned not completed, and three came back after the summary had been finalized, thus leaving a total of 275 questionnaires returned with usable data. Of the 295 employer contacts attempted, only nine mail-outs were returned marked not deliverable.

The employers of 12 former vocational agriculture students responded to the survey mail-out. In general, the employers rated the former agriculture students from average to above aberage. There was only one entry in the below average column. There were no significant findings pertinent to topics rated below average, thus requiring attention from the teacher and administrator.

Employers of 20 former Distributive Education students responded to the survey. On a region-wide basis, former Distributive Education students were rated average to above average. Two former students were reported as being below average in punctuality, three former students were reported as being below average in ability to work without supervision. Two former students were reported as being below average in work attendance. Otherwise, there were no significant findings.

The employers of 55 former students having had Business and Office education responded to the survey. In general, the former Business and Office students were rated from average to above average. However, 5.4% of the responses on the quantity of the employee's work; basic reading, verbal and computational skills, punctuality and ability to work without supervision were rated below average.

The employers reported 9% of the former students surveyed as being below average in work attendance. Although 9% is not a significant factor, it might be worthwhile to consider the topic for study.

There were 26 responses from employers of former students of Health Career programs. The general trend in this area was from above average to average. There were only three categories with more than one response marked below average. They were willingness to accept responsibility, four responses for 15%, ability to work without supervision, three for 11%, and willingness to learn and improve, four for 15%. Otherwise there were no significant findings.

There were 19 employer responses pertinent to former students from the L.P.N. training program. Generally the employers rated the former students above average to average. There were, however, several categories rated below average. The most significant factor was ability to work without supervision with seven responses below average for 25.9%. Work attendance was the second most significant factor with five responses below average for 18.5%.

There were 19 responses on former Electricity students. Generally the trend in Electricity was about average, however, there were several responses rated above average and below average. The most significant factor was ability to work without supervision, with five responses reported below average for a 26.3 rating.

There were nine responses from employers of former Carpentry students. Generally they were rated as being above average to average. The most significant factor was willingness to learn and improve with seven rated above average for a 77% rating.

There were nine responses from employers of former Drafting students. Generally they were rated about average to average. There were no significant findings.

Eleven responses from employers of former Welding students were received. Generally the responses were average to above average with a very few employers rating the former student below average. There were no significant factors in any of the categories on the Welding summary.

There were 23 responses received from the employers of former Machine Shop students. Generally the employers of Machine Shop students rated their employees from average to above average. There were a few respondents ranking their employees below average, however, the number was not significant.

Masonry only had one respondent on one former student. This can be explained, however, in that the Bowling Green State Vocational Technical School has the only Masonry program in Region IV. It is currently in the fourth year of operation. The one employer rated the employee above average in most categories. The employee was, however, rated below average in ability to work without supervision, possession of basic reading, verbal and communication skills and possession of job ralated knowledge. It must be assumed by studying the respondents' report that the former student is not employed in the field of Masonry.

The employers of six former students from Commercial Foods responded to the survey. Generally the respondents rated their employees above average to average. The most significant factor was that five or 80% of the employers gave an above average rating to their employee in the category of possessing specific job related knowledge. Another factor was two or 22% of the employers gave a below average rating in the category of ability to work without supervision.

There were three responses received from employers of former students from the Small Engine Repair program. Generally the responses were divided between average and above average, however, one employer did report an employee below average in three categories. Otherwise there were no significant findings.

Only one auto body employer responded to the survey. This employer rated all categories above average to average. The only explanation for the low response is that Region IV has only one Auto Body program. This in itself does not explain why the employers of Auto Body students did not respond to the survey.

There were six employers of students from the Refrigeration and Air Conditioning program responding to the survey. Generally, the employers rated their employees from above average to average. The only significant factor was that two or 22% of the employers rated their employees as being below average in ability to work without supervision.

There were five employers of former students of Industrial Electricity responding to the survey. The most significant factor was that none of the employers gave a below average rating in any category. Generally the rating was from above average to average. All employers or 100% gave an above average rating to the category of willingness to learn and improve.

There were ten responses from employers of Civil Technology. Generally the responses were from average to above average with one employer rating one employee below average in a few categories. Otherwise there were no significant findings.

Three employers of former students of Electronic Technology responded to the survey. The responses were heavy on the above average rating with no below average ratings. One must conclude that the Electronic Technology program is producing a product which meets the requirements of the employers.

There were seven employers of former Electronic Occupations students who responded to the survey. Of these seven only one rated an employee below average and only in four categories while the other ones were average or above average. Generally, the rating was from average to above average. No significant factors were revealed.

There were six employers of former Surgical Technology students responding to the survey. Generally, the employers rated the former students from above average to average. One employer rated one employee below in two categories. This was in no way a significant factor.

There were five responses from employers of former Technical Drafting students. Generally, the employers rated their employees from above average to average. None of the employers gave a below average rating to any of their employees. There were no real outstanding factors other than no below average ratings.

There was only one response received from the employers of former Radio and T. V. students. There is no explanation for the low response rate. The one employer did, however, provide what appeared to be a well thought out report. Generally, the employee was rated as about average with three categories rated above average and two below average. There were no significant findings.

Three employers of former Home Economics students responded to the survey. Generally, the responses were heavy in the average rating with one employer submitting two below average responses and five employers submitting responses above average.

In summarzing this narrative interpretation, it was found that the following items received the most frequent responses.

II-3 Ability to work without supervision received 38 below average responses.

II-2 Punctuality received 24 below average responses.

II-1 Willingness to accept responsibility received 23 below average responses.

II-8 Work attendance received 23 below average responses.

These items may warrant close attention by the local administrator(s) and teachers.

Allen County Area
Vocational Education Center

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Electricity	5	5	100	7	5	71
Auto Mechanics	13	6	46	13	6	46
Business and Office	19	17	89	24	17	71
Carpentry	7	4	57	7	4	57
Drafting	10	8	80	11	8	73
	54	40	74	62	40	64

Barren County Area
Vocational Education Center

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Carpentry	1	1	100	2	1	50
Health Careers	7	4	57	9	8	89
Machine Shop	1	1	100	2	2	100
Welding	1	1	100	2	2	100
Electricity	1	1	100	1	1	100
Auto Mechanics	2	1	50	2	1	50
Business & Office	23	17	74	26	18	69
Drafting	0	0	0	0	0	0
Air Conditioning & Refrigeration	0	0	0	0	0	0
	36	26	72	44	33	75

Bowling Green State
Vocational-Technical School

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Welding	14	13	93	22	13	59
Ind. Electricity	11	7	64	12	8	67
Machine Shop	13	13	100	18	18	100
Tech. Drafting	5	4	80	6	5	83
Health Careers	14	11	79	18	15	83
Surgical Tech.	5	4	80	14	6	43
Auto Mechanics	17	8	47	18	8	44
Elect. Occupations	7	7	100	8	7	88
Elect. Tech.	7	3	43	7	3	43
Civil Tech.	9	9	100	10	10	100
Refrigeration & Air-Conditioning	6	4	67	7	6	86
Business & Office	8	7	88	8	7	88
Auto Body	4	1	25	4	1	25
D.E.	10	7	70	12	10	83

Bowling Green State
Vocational-Technical School

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Electricity	10	10	100	13	11	85
Masonry	3	1	33	3	1	33
Carpentry	2	1	50	2	1	50
Commercial Foods	7	6	86	7	6	86
Small Engine Repair	4	3	75	4	3	75
Graphic Arts	2	0	0	2	0	0
Drafting	2	0	0	2	0	0
	160	119	74	197	139	71

Glasgow School for
Practical Nurses

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Nurse	11	11	100	32	32	100

Monroe County Area
Vocational Education Center

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Electricity	3	2	67	3	2	67
Auto Mechanics	1	1	100	1	1	100
Business & Office	7	7	100	10	10	100
Drafting	7	4	57	7	4	57
Building Trades	2	0	0	2	0	0
	20	14	70	23	17	79

Russellville Area
Vocational Education Center

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Electricity	8	4	50	11	4	36
Auto Mechanics	10	6	60	10	6	60
Machine Shop	4	4	100	6	4	67
Radio and TV	3	1	33	3	2	67
Welding	4	3	75	4	3	75
Carpentry	6	3	50	6	3	50
Drafting	2	0	0	2	0	0
Health Careers	3	3	100	5	5	100
Business & Office	0	0	0	0	0	0
	40	24	60	47	27	57

EMPLOYER SURVEY
CLASS SUMMARY

Edmonson County High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Business & Office	9	7	78	10	7	70
Agriculture	5	4	80	5	4	80
	14	11	78	15	11	73

Franklin-Simpson
High School

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Business & Office	2	1	50	4	1	25
Agriculture	4	3	75	4	3	75
D.E.	5	4	80	6	5	83
	11	8	73	14	9	64

EMPLOYER SURVEY
CLASS SUMMARY

Glasgow High School

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Home Economics	8	3	38	8	3	38
D.E.	9	7	78	9	7	78
	17	10	59	17	10	59

Olmstead High School

EMPLOYER SURVEY
CLASS SUMMARY

PROGRAM	EMPLOYERS CONTACTED	EMPLOYERS RESPONDING	PERCENTAGE	QUESTIONNAIRES MAILED	QUESTIONNAIRES RETURNED	PERCENTAGE
Agriculture	11	5	45	15	5	33

EMPLOYER SURVEY

Summary of Responses

School Allen County Voc. School **Program** Drafting

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	5	
	2.	The quantity of employee's work	1	5	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		6	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		5	1
II.	1.	Willingness to accept responsibility	1	5	
	2.	Punctuality	2	4	
	3.	Ability to work without supervision	1	5	
	4.	Willingness to learn and improve	3	3	
	5.	Cooperation with co-workers	3	3	
	6.	Cooperation with management	4	2	
	7.	Compliance with company policies, rules, and practices	3	3	
	8.	Work attendance	3	3	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Allen County Voc. School **Program** Carpentry

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	2	
	2.	The quantity of employee's work	1	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	2	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	2	
II.	1.	Willingness to accept responsibility	3	1	
	2.	Punctuality	2	2	
	3.	Ability to work without supervision	4		
	4.	Willingness to learn and improve	4		
	5.	Cooperation with co-workers	2	2	
	6.	Cooperation with management	3	1	
	7.	Compliance with company policies, rules, and practices	2	2	
	8.	Work attendance	2	2	
III.	1.	In the top ¼	4		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Allen County Voc. School **Program** Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	
	2.	The quantity of employee's work	3	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	3	1
II.	1.	Willingness to accept responsibility	2	4	
	2.	Punctuality	2	4	
	3.	Ability to work without supervision	4	1	1
	4.	Willingness to learn and improve	4	2	
	5.	Cooperation with co-workers	3	3	
	6.	Cooperation with management	4	2	
	7.	Compliance with company policies, rules, and practices	3	3	
	8.	Work attendance	4	2	
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Allen County Voc. School **Program** Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work........................	1	2	
	2.	The quantity of employee's work.......................		4	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job..	1	3	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job...........	1	3	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill...............	1	4	
II.	1.	Willingness to accept responsibility..................	1	2	2
	2.	Punctuality...	1	4	
	3.	Ability to work without supervision..................	1	2	2
	4.	Willingness to learn and improve......................	1	4	
	5.	Cooperation with co-workers...........................	3	2	
	6.	Cooperation with management...........................	2	3	
	7.	Compliance with company policies, rules, and practices..	2	3	
	8.	Work attendance.......................................	1	4	
III.	1.	In the top ¼..	1		
	2.	In the lowest ¼.......................................			
	3.	In the top ½, but not among the top ¼.................	3		
	4.	In the bottom ½, but not among the lowest ¼...........	1		

EMPLOYER SURVEY

Summary of Responses

School Allen County Voc. School **Program** Business & Office

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	8	6	
	2.	The quantity of employee's work	5	7	2
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	6	8	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	5	9	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	7	6	1
II.	1.	Willingness to accept responsibility	7	5	2
	2.	Punctuality	7	6	1
	3.	Ability to work without supervision	6	7	1
	4.	Willingness to learn and improve	7	6	1
	5.	Cooperation with co-workers	9	5	
	6.	Cooperation with management	8	6	
	7.	Compliance with company policies, rules, and practices	8	6	
	8.	Work attendance	6	7	1
III.	1.	In the top ¼	8		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. Sch. **Program** Health Careers

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	4	
	2.	The quantity of employee's work	3	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	4	
II.	1.	Willingness to accept responsibility	4	1	2
	2.	Punctuality	4	3	
	3.	Ability to work without supervision	4	2	1
	4.	Willingness to learn and improve	4	2	1
	5.	Cooperation with co-workers	4	2	1
	6.	Cooperation with management	4	2	1
	7.	Compliance with company policies, rules, and practices	3	3	1
	8.	Work attendance	4	3	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School   Program Machine Shop

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		2	
	2.	The quantity of employee's work	1	1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		2	
II.	1.	Willingness to accept responsibility	1	1	
	2.	Punctuality	1	1	
	3.	Ability to work without supervision	1	1	
	4.	Willingness to learn and improve	1	1	
	5.	Cooperation with co-workers	1	1	
	6.	Cooperation with management	1	1	
	7.	Compliance with company policies, rules, and practices	1	1	
	8.	Work attendance	1	1	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School **Program** Welding

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		1	
II.	1.	Willingness to accept responsibility		1	
	2.	Punctuality		1	
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers		1	
	6.	Cooperation with management		1	
	7.	Compliance with company policies, rules, and practices		1	
	8.	Work attendance		1	
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School **Program** Carpentry

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		1	
II.	1.	Willingness to accept responsibility		1	
	2.	Punctuality	1		
	3.	Ability to work without supervision	1		
	4.	Willingness to learn and improve	1		
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School **Program** Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	1	
	2.	The quantity of employee's work	1		1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		2	
II.	1.	Willingness to accept responsibility	1		1
	2.	Punctuality	1		1
	3.	Ability to work without supervision	1		1
	4.	Willingness to learn and improve	1	1	
	5.	Cooperation with co-workers	1	1	
	6.	Cooperation with management	1	1	
	7.	Compliance with company policies, rules, and practices	1	1	
	8.	Work attendance	1		1
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School   Program Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		1	
II.	1.	Willingness to accept responsibility		1	
	2.	Punctuality		1	
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School **Program** Business & Office

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	8	9	
	2.	The quantity of employee's work	5	12	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	5	12	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	11	6	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	9	7	
II.	1.	Willingness to accept responsibility	10	7	
	2.	Punctuality	9	8	
	3.	Ability to work without supervision	6	11	
	4.	Willingness to learn and improve	9	8	
	5.	Cooperation with co-workers	4	3	1
	6.	Cooperation with management	5	3	
	7.	Compliance with company policies, rules, and practices	11	6	
	8.	Work attendance	11	6	
III.	1.	In the top ¼	11		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Civil Technology

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	5	5	
	2.	The quantity of employee's work	4	5	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	7	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	5	5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	6	4	
II.	1.	Willingness to accept responsibility	5	5	
	2.	Punctuality	6	3	1
	3.	Ability to work without supervision	2	7	1
	4.	Willingness to learn and improve	6	3	1
	5.	Cooperation with co-workers	3	6	1
	6.	Cooperation with management	3	7	
	7.	Compliance with company policies, rules, and practices	3	7	
	8.	Work attendance	6	4	
III.	1.	In the top ¼	5		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Industrial Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	3	
	2.	The quantity of employee's work	1	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	1	
II.	1.	Willingness to accept responsibility	2	3	
	2.	Punctuality	4	2	
	3.	Ability to work without supervision	4	1	
	4.	Willingness to learn and improve	5		
	5.	Cooperation with co-workers	4	1	
	6.	Cooperation with management	3	2	
	7.	Compliance with company policies, rules, and practices	3	2	
	8.	Work attendance	4	1	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School Program Refrigeration & Air Cond.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	3	1
	2.	The quantity of employee's work	1	4	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	3	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	4	
II.	1.	Willingness to accept responsibility	3	3	
	2.	Punctuality	2	3	1
	3.	Ability to work without supervision	1	3	2
	4.	Willingness to learn and improve	1	5	
	5.	Cooperation with co-workers	3	3	
	6.	Cooperation with management	3	3	
	7.	Compliance with company policies, rules, and practices	3	3	
	8.	Work attendance	3	3	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School Program Auto Body

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1		
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1		
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		1	
II.	1.	Willingness to accept responsibility	1		
	2.	Punctuality		1	
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	Ih the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Small Engine Repair

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work	1	2	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	2	
II.	1.	Willingness to accept responsibility	1	1	1
	2.	Punctuality	2	1	
	3.	Ability to work without supervision	1	2	
	4.	Willingness to learn and improve	1	2	
	5.	Cooperation with co-workers	1	2	
	6.	Cooperation with management	1	1	1
	7.	Compliance with company policies, rules, and practices	1	1	1
	8.	Work attendance	2	1	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Commercial Foods

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	
	2.	The quantity of employee's work	2	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	5	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	3	1
II.	1.	Willingness to accept responsibility	3	2	1
	2.	Punctuality	3	3	
	3.	Ability to work without supervision	3	1	2
	4.	Willingness to learn and improve	4	1	1
	5.	Cooperation with co-workers	4	2	
	6.	Cooperation with management	2	4	
	7.	Compliance with company policies, rules, and practices	2	4	
	8.	Work attendance	3	2	1
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School   Program Masonry

The following data reveals the total number of recordable responses per question and selection.

		Above Av.	About Av.	Below Av.
I. 1.	The quality of employee's work........................		1	
2.	The quantity of employee's work.......................	1		
3.	The degree to which the employee possesses specific job-related knowledge important to success on this job..			1
4.	The degree to which the employee is able to operate the equipment and apparatus used on the job..........		1	
5.	The degree to which the employee possesses basic reading, verbal and computational skill...............			1
II. 1.	Willingness to accept responsibility.................		1	
2.	Punctuality...	1		
3.	Ability to work without supervision..................			1
4.	Willingness to learn and improve......................	1		
5.	Cooperation with co-workers...........................	1		
6.	Cooperation with management...........................	1		
7.	Compliance with company policies, rules, and practices..	1		
8.	Work attendance.......................................	1		
III. 1.	In the top ¼..	1		
2.	In the lowest ¼.......................................			
3.	In the top ½, but not among the top ¼................			
4.	In the bottom ½, but not among the lowest ¼..........			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Electronic Technology

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	1	
	2.	The quantity of employee's work	2	1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	1	
II.	1.	Willingness to accept responsibility	3		
	2.	Punctuality	3		
	3.	Ability to work without supervision	1	2	
	4.	Willingness to learn and improve	3		
	5.	Cooperation with co-workers	3		
	6.	Cooperation with management	3		
	7.	Compliance with company policies, rules, and practices	1	2	
	8.	Work attendance	3		
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Electronic Occupations

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	1
	2.	The quantity of employee's work	2	5	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	5	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	6	
II.	1.	Willingness to accept responsibility	3	4	
	2.	Punctuality	2	4	1
	3.	Ability to work without supervision	2	5	
	4.	Willingness to learn and improve	3	3	1
	5.	Cooperation with co-workers	3	4	
	6.	Cooperation with management	2	5	
	7.	Compliance with company policies, rules, and practices	3	3	1
	8.	Work attendance	3	4	
III.	1.	In the top ¼	4		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	5	2	1
	2.	The quantity of employee's work	3	4	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	4	2	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	5	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	4	1
II.	1.	Willingness to accept responsibility	3	4	1
	2.	Punctuality	5	3	
	3.	Ability to work without supervision	4	3	1
	4.	Willingness to learn and improve	5	2	1
	5.	Cooperation with co-workers	5	3	
	6.	Cooperation with management	5	3	
	7.	Compliance with company policies, rules, and practices	3	5	
	8.	Work attendance	5	2	1
III.	1.	In the top ¼	3		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Surgical Tech.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work..........................	3	3	
	2.	The quantity of employee's work.........................	3	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job..	1	5	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job...........	1	5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill...............	3	3	
II.	1.	Willingness to accept responsibility...................	4	1	1
	2.	Punctuality..	2	4	
	3.	Ability to work without supervision....................	3	2	1
	4.	Willingness to learn and improve.......................	4	2	
	5.	Cooperation with co-workers............................	4	2	
	6.	Cooperation with management............................	4	2	
	7.	Compliance with company policies, rules, and practices..	2	4	
	8.	Work attendance..	2	4	
III.	1.	In the top ¼..	3		
	2.	In the lowest ¼...			
	3.	In the top ½, but not among the top ¼...................	3		
	4.	In the bottom ½, but not among the lowest ¼...........			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Technical Drafting

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		5	
	2.	The quantity of employee's work	2	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	1	
II.	1.	Willingness to accept responsibility	3	2	
	2.	Punctuality	4	1	
	3.	Ability to work without supervision	3	2	
	4.	Willingness to learn and improve	4	1	
	5.	Cooperation with co-workers	3	2	
	6.	Cooperation with management	4	1	
	7.	Compliance with company policies, rules, and practices	4	1	
	8.	Work attendance	4	1	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Machine Shop

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	5	11	1
	2.	The quantity of employee's work	4	10	3
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	7	8	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	8	8	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	7	9	1
II.	1.	Willingness to accept responsibility	5	9	2
	2.	Punctuality	6	9	2
	3.	Ability to work without supervision	5	9	3
	4.	Willingness to learn and improve	9	7	1
	5.	Cooperation with co-workers	7	9	1
	6.	Cooperation with management	7	9	1
	7.	Compliance with company policies, rules, and practices	6	10	1
	8.	Work attendance	9	7	1
III.	1.	In the top ¼	8		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	8		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Welding

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	4	1
	2.	The quantity of employee's work	1	5	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		6	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	3	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	3	2
II.	1.	Willingness to accept responsibility		5	2
	2.	Punctuality	3	4	1
	3.	Ability to work without supervision	2	4	1
	4.	Willingness to learn and improve	3	4	
	5.	Cooperation with co-workers	3	4	
	6.	Cooperation with management	3	4	
	7.	Compliance with company policies, rules, and practices	3	3	1
	8.	Work attendance	3	3	1
III.	1.	In the top ¼	1		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Carpentry

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1		
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1		
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1		
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1		
II.	1.	Willingness to accept responsibility	1		
	2.	Punctuality	1		
	3.	Ability to work without supervision	1		
	4.	Willingness to learn and improve	1		
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	6	1
	2.	The quantity of employee's work	3	4	2
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	4	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	4	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	4	1
II.	1.	Willingness to accept responsibility	2	5	2
	2.	Punctuality		5	4
	3.	Ability to work without supervision	2	5	2
	4.	Willingness to learn and improve	3	5	
	5.	Cooperation with co-workers	5	4	
	6.	Cooperation with management	4	4	1
	7.	Compliance with company policies, rules, and practices	3	2	4
	8.	Work attendance	2	3	4
III.	1.	In the top ¼	3		
	2.	In the lowest ¼	2		
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** Health

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	7	7	
	2.	The quantity of employee's work	6	8	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	4	9	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	9	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	11	
II.	1.	Willingness to accept responsibility	7	5	2
	2.	Punctuality	10	4	
	3.	Ability to work without supervision	5	7	2
	4.	Willingness to learn and improve	7	4	3
	5.	Cooperation with co-workers	7	7	
	6.	Cooperation with management	9	5	
	7.	Compliance with company policies, rules, and practices	8	6	
	8.	Work attendance	11	3	
III.	1.	In the top ¼	7		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼	4		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School Program Business & Office

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	5	
	2.	The quantity of employee's work	2	4	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	3	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	4	1
II.	1.	Willingness to accept responsibility	3	4	
	2.	Punctuality	2	5	
	3.	Ability to work without supervision	3	3	1
	4.	Willingness to learn and improve	2	5	
	5.	Cooperation with co-workers	5	2	
	6.	Cooperation with management	5	2	
	7.	Compliance with company policies, rules, and practices	5	2	
	8.	Work attendance	3	3	1
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School Program Distributive Education

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	4	4	
	2.	The quantity of employee's work	4	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	4	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	5	3	
	5.	The degree to which the employee possesses basic reading. verbal and computational skill	3	5	
II.	1.	Willingness to accept responsibility	4	4	
	2.	Punctuality	3	4	
	3.	Ability to work without supervision	5	3	
	4.	Willingness to learn and improve	6	2	
	5.	Cooperation with co-workers	6	2	
	6.	Cooperation with management	5	3	
	7.	Compliance with company policies, rules, and practices	4	4	
	8.	Work attendance	5	3	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Glasgow School for Practical Nurses Program ____________________

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	10	14	3
	2.	The quantity of employee's work	10	13	4
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	10	15	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	10	16	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	11	15	1
II.	1.	Willingness to accept responsibility	12	13	1
	2.	Punctuality	13	9	4
	3.	Ability to work without supervision	10	9	7
	4.	Willingness to learn and improve	12	19	
	5.	Cooperation with co-workers	13	11	3
	6.	Cooperation with management	11	13	3
	7.	Compliance with company policies, rules, and practices	11	11	5
	8.	Work attendance	14	8	5
III.	1.	In the top ¼	11		
	2.	In the lowest ¼	3		
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼	7		

EMPLOYER SURVEY

Summary of Responses

School Monroe County Voc. School Program Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1		
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		1	
II.	1.	Willingness to accept responsibility		1	
	2.	Punctuality		1	
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve	1		
	5.	Cooperation with co-workers		1	
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices		1	
	8.	Work attendance		1	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Monroe County Voc. School **Program** Drafting

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	**1.**	**The quality of employee's work**	1	2	
	2.	**The quantity of employee's work**	1	2	
	3.	**The degree to which the employee possesses specific job-related knowledge important to success on this job**		3	
	4.	**The degree to which the employee is able to operate the equipment and apparatus used on the job**		3	
	5.	**The degree to which the employee possesses basic reading, verbal and computational skill**	1	2	
II.	**1.**	**Willingness to accept responsibility**	1	2	
	2.	**Punctuality**		3	
	3.	**Ability to work without supervision**	1	1	1
	4.	**Willingness to learn and improve**		3	
	5.	**Cooperation with co-workers**	1	2	
	6.	**Cooperation with management**	1	2	
	7.	**Compliance with company policies, rules, and practices**		3	
	8.	**Work attendance**	1	2	
III.	**1.**	**In the top ¼**	2		
	2.	**In the lowest ¼**			
	3.	**In the top ½, but not among the top ¼**			
	4.	**In the bottom ½, but not among the lowest ¼**			

EMPLOYER SURVEY

Summary of Responses

School Monroe County Voc. School **Program** Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	1	
	2.	The quantity of employee's work	1	1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	1	
II.	1.	Willingness to accept responsibility		2	
	2.	Punctuality	1	1	
	3.	Ability to work without supervision		2	
	4.	Willingness to learn and improve		2	
	5.	Cooperation with co-workers	1	1	
	6.	Cooperation with management	2		
	7.	Compliance with company policies, rules, and practices	1	1	
	8.	Work attendance	1	1	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Monroe County Voc. School **Program** Business & Office

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	7	
	2.	The quantity of employee's work	3	6	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	6	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	6	1
II.	1.	Willingness to accept responsibility	3	6	
	2.	Punctuality	3	5	1
	3.	Ability to work without supervision	2	7	
	4.	Willingness to learn and improve	3	6	
	5.	Cooperation with co-workers	3	6	
	6.	Cooperation with management	3	6	
	7.	Compliance with company policies, rules, and practices	3	5	1
	8.	Work attendance	4	4	1
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School Program Radio & T. V.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill			1
II.	1.	Willingness to accept responsibility	1		
	2.	Punctuality	1		
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers			1
	6.	Cooperation with management		1	
	7.	Compliance with company policies, rules, and practices		1	
	8.	Work attendance		1	
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School **Program** Machine Shop

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	2	
	2.	The quantity of employee's work	3	1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	2	
II.	1.	Willingness to accept responsibility	1	3	
	2.	Punctuality	4		
	3.	Ability to work without supervision	3	1	
	4.	Willingness to learn and improve	4		
	5.	Cooperation with co-workers	2	2	
	6.	Cooperation with management	3	1	
	7.	Compliance with company policies, rules, and practices	4		
	8.	Work attendance	4		
III.	1.	In the top ¼	4		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School **Program** Welding

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work		3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	1	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		2	1
II.	1.	Willingness to accept responsibility		3	
	2.	Punctuality	2	1	
	3.	Ability to work without supervision		3	
	4.	Willingness to learn and improve	1	1	1
	5.	Cooperation with co-workers	3		
	6.	Cooperation with management	1	2	
	7.	Compliance with company policies, rules, and practices	1	1	1
	8.	Work attendance	3		
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ⅓, but not among the top ¼	2		
	4.	In the bottom ⅓, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School **Program** Carpentry

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work	1	1	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		2	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	1	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	1	1
II.	1.	Willingness to accept responsibility	1	1	1
	2.	Punctuality		2	1
	3.	Ability to work without supervision	1		2
	4.	Willingness to learn and improve	1	2	
	5.	Cooperation with co-workers		3	
	6.	Cooperation with management	1	2	
	7.	Compliance with company policies, rules, and practices		2	1
	8.	Work attendance		2	1
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School Program Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	
	2.	The quantity of employee's work	3	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	4	
II.	1.	Willingness to accept responsibility	3	3	
	2.	Punctuality	2	3	1
	3.	Ability to work without supervision	1	4	
	4.	Willingness to learn and improve	4	2	
	5.	Cooperation with co-workers	4	2	
	6.	Cooperation with management	1	5	
	7.	Compliance with company policies, rules, and practices	1	5	
	8.	Work attendance	1	5	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School **Program** Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		2	
	2.	The quantity of employee's work		2	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		2	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		2	
II.	1.	Willingness to accept responsibility		2	
	2.	Punctuality		2	
	3.	Ability to work without supervision		1	1
	4.	Willingness to learn and improve		2	
	5.	Cooperation with co-workers		1	1
	6.	Cooperation with management		2	
	7.	Compliance with company policies, rules, and practices		2	
	8.	Work attendance	1	1	
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ⅓, but not among the top ¼	2		
	4.	In the bottom ⅓, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School Program Health Careers

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	4	
	2.	The quantity of employee's work	1	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	2	
II.	1.	Willingness to accept responsibility	2	3	
	2.	Punctuality	3	2	
	3.	Ability to work without supervision	3	2	
	4.	Willingness to learn and improve	4	1	
	5.	Cooperation with co-workers	3	2	
	6.	Cooperation with management	1	4	
	7.	Compliance with company policies, rules, and practices	2	3	
	8.	Work attendance	2	3	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Edmonson County High Sch. **Program** Agriculture

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work........................	1	3	
	2.	The quantity of employee's work.......................	1	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job..		2	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job...........		4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill...............		4	
II.	1.	Willingness to accept responsibility..................	1	2	1
	2.	Punctuality..	1	3	
	3.	Ability to work without supervision..................	1	3	
	4.	Willingness to learn and improve......................	1	3	
	5.	Cooperation with co-workers...........................	1	3	
	6.	Cooperation with management...........................	1	3	
	7.	Compliance with company policies, rules, and practices..	1	3	
	8.	Work attendance..	2	2	
III.	1.	In the top ¼..	1		
	2.	In the lowest ¼...			
	3.	In the top ½, but not among the top ¼..................	3		
	4.	In the bottom ½, but not among the lowest ¼...........			

EMPLOYER SURVEY

Summary of Responses

School Edmonson County High Sch. **Program** Business Dept.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	1
	2.	The quantity of employee's work	3	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	4	
II.	1.	Willingness to accept responsibility	2	5	
	2.	Punctuality	3	3	1
	3.	Ability to work without supervision	2	4	1
	4.	Willingness to learn and improve	3	2	
	5.	Cooperation with co-workers	4	3	
	6.	Cooperation with management	4	3	
	7.	Compliance with company policies, rules, and practices	3	4	
	8.	Work attendance	4	1	2
III.	1.	In the top ¼	4		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Franklin Simpson High Sch. **Program** Agriculture

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work		3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	1	
II.	1.	Willingness to accept responsibility		3	
	2.	Punctuality	1	1	1
	3.	Ability to work without supervision		3	
	4.	Willingness to learn and improve	2		1
	5.	Cooperation with co-workers	2	1	
	6.	Cooperation with management	2	1	
	7.	Compliance with company policies, rules, and practices	2	1	
	8.	Work attendance	2		1
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Franklin Simpson High Sch. **Program** Distributive Education

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	3	
	2.	The quantity of employee's work	1	3	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	1	
II.	1.	Willingness to accept responsibility	2	3	
	2.	Punctuality	2	1	2
	3.	Ability to work without supervision	2	2	1
	4.	Willingness to learn and improve	3	1	1
	5.	Cooperation with co-workers	2	3	
	6.	Cooperation with management	3	2	
	7.	Compliance with company policies, rules, and practices	2	3	
	8.	Work attendance	2	1	2
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Franklin Simpson High Sch. **Program** Business Dept.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1		
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1		
II.	1.	Willingness to accept responsibility		1	
	2.	Punctuality	1		
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Glasgow High School **Program** Distributive Education

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		7	
	2.	The quantity of employee's work	1	6	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	5	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	4	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		6	1
II.	1.	Willingness to accept responsibility	3	4	
	2.	Punctuality	1	6	
	3.	Ability to work without supervision	3	2	2
	4.	Willingness to learn and improve	3	4	
	5.	Cooperation with co-workers	2	5	
	6.	Cooperation with management	2	5	
	7.	Compliance with company policies, rules, and practices	2	5	
	8.	Work attendance	2	5	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Glasgow High School **Program** Home Economics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work	1	2	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		3	
II.	1.	Willingness to accept responsibility		2	1
	2.	Punctuality		2	1
	3.	Ability to work without supervision	1	2	
	4.	Willingness to learn and improve	1	2	
	5.	Cooperation with co-workers		3	
	6.	Cooperation with management		3	
	7.	Compliance with company policies, rules, and practices		3	
	8.	Work attendance	1	2	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Olmstead High School **Program** Agriculture

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		5	
	2.	The quantity of employee's work		5	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		4	
II.	1.	Willingness to accept responsibility	1	3	
	2.	Punctuality		4	
	3.	Ability to work without supervision		4	
	4.	Willingness to learn and improve	2	2	
	5.	Cooperation with co-workers		4	
	6.	Cooperation with management		4	
	7.	Compliance with company policies, rules, and practices		4	
	8.	Work attendance	1	3	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Allen County Voc. School **Program** School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	15	18	
	2.	The quantity of employee's work	10	22	3
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	12	20	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	13	21	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	12	20	3
II.	1.	Willingness to accept responsibility	14	17	4
	2.	Punctuality	14	20	1
	3.	Ability to work without supervision	16	15	4
	4.	Willingness to learn and improve	19	15	1
	5.	Cooperation with co-workers	20	15	
	6.	Cooperation with management	21	14	
	7.	Compliance with company policies, rules, and practices	18	17	
	8.	Work attendance	16	18	1
III.	1.	In the top ¼	14		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	17		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Barren County Voc. School **Program** School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	**1.**	**The quality of employee's work**	12	19	
	2.	**The quantity of employee's work**	10	19	
	3.	**The degree to which the employee possesses specific job-related knowledge important to success on this job**	10	21	
	4.	**The degree to which the employee is able to operate the equipment and apparatus used on the job**	17	14	
	5.	**The degree to which the employee possesses basic reading, verbal and computational skill**	12	18	
II.	**1.**	**Willingness to accept responsibility**	16	12	3
	2.	**Punctuality**	16	14	
	3.	**Ability to work without supervision**	13	16	2
	4.	**Willingness to learn and improve**	16	14	1
	5.	**Cooperation with co-workers**	12	8	2
	6.	**Cooperation with management**	13	8	1
	7.	**Compliance with company policies, rules, and practices**	18	12	1
	8.	**Work attendance**	19	11	1
III.	**1.**	**In the top ¼**	17		
	2.	**In the lowest ¼**	2		
	3.	**In the top ½, but not among the top ¼**	10		
	4.	**In the bottom ½, but not among the lowest ¼**	2		

EMPLOYER SURVEY

Summary of Responses

School Bowling Green Voc. School **Program** School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	49	69	6
	2.	The quantity of employee's work	42	72	10
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	45	67	11
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	54	64	5
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	47	66	8
II.	1.	Willingness to accept responsibility	53	58	12
	2.	Punctuality	59	56	10
	3.	Ability to work without supervision	47	60	17
	4.	Willingness to learn and improve	68	47	8
	5.	Cooperation with co-workers	69	53	2
	6.	Cooperation with management	66	55	3
	7.	Compliance with company policies, rules, and practices	57	59	8
	8.	Work attendance	71	44	9
III.	1.	In the top ¼	53		
	2.	In the lowest ¼	5		
	3.	In the top ½, but not among the top ¼	50		
	4.	In the bottom ½, but not among the lowest ¼	11		

EMPLOYER SURVEY

Summary of Responses

School Monroe County Voc. School **Program** School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	4	10	
	2.	The quantity of employee's work	5	9	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	10	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	5	9	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	9	1
II.	1.	Willingness to accept responsibility	4	10	
	2.	Punctuality	4	9	1
	3.	Ability to work without supervision	3	10	1
	4.	Willingness to learn and improve	3	11	
	5.	Cooperation with co-workers	5	9	
	6.	Cooperation with management	6	8	
	7.	Compliance with company policies, rules, and practices	4	9	1
	8.	Work attendance	6	7	1
III.	1.	In the top ¼	6		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Russellville Voc. School **Program** School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	8	16	
	2.	The quantity of employee's work	8	15	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	4	17	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	7	15	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	8	13	3
II.	1.	Willingness to accept responsibility	8	15	1
	2.	Punctuality	12	10	2
	3.	Ability to work without supervision	8	12	3
	4.	Willingness to learn and improve	14	9	1
	5.	Cooperation with co-workers	12	10	2
	6.	Cooperation with management	7	17	
	7.	Compliance with company policies, rules, and practices	8	14	2
	8.	Work attendance	11	12	1
III.	1.	In the top ¼	9		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	11		
	4.	In the bottom ½, but not among the lowest ¼	3		

EMPLOYER SURVEY

Summary of Responses

School Edmonson County High Sch. Program School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	4	6	1
	2.	The quantity of employee's work	4	7	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	6	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	9	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	8	
II.	1.	Willingness to accept responsibility	3	7	1
	2.	Punctuality	4	6	1
	3.	Ability to work without supervision	3	7	1
	4.	Willingness to learn and improve	4	5	2
	5.	Cooperation with co-workers	5	6	
	6.	Cooperation with management	5	6	
	7.	Compliance with company policies, rules, and practices	4	7	
	8.	Work attendance	6	3	2
III.	1.	In the top ¼	5		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Franklin Simpson High Sch. Program School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	4	5	
	2.	The quantity of employee's work	1	7	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	7	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	6	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	7	2	
II.	1.	Willingness to accept responsibility	2	7	
	2.	Punctuality	4	2	3
	3.	Ability to work without supervision	2	6	1
	4.	Willingness to learn and improve	4	3	2
	5.	Cooperation with co-workers	6	2	1
	6.	Cooperation with management	6	3	
	7.	Compliance with company policies, rules, and practices	5	4	
	8.	Work attendance	5	1	3
III.	1.	In the top ¼	5		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Glasgow High School Program School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	9	
	2.	The quantity of employee's work	2	8	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	8	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	7	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		9	1
II.	1.	Willingness to accept responsibility	3	6	1
	2.	Punctuality	1	8	1
	3.	Ability to work without supervision	4	4	2
	4.	Willingness to learn and improve	4	6	
	5.	Cooperation with co-workers	2	8	
	6.	Cooperation with management	2	8	
	7.	Compliance with company policies, rules, and practices	2	8	
	8.	Work attendance	3	7	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	7		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Olmstead High School Program School Totals

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		5	
	2.	The quantity of employee's work		5	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	4	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		4	
II.	1.	Willingness to accept responsibility	1	3	1
	2.	Punctuality		5	
	3.	Ability to work without supervision		5	
	4.	Willingness to learn and improve	2	2	1
	5.	Cooperation with co-workers		5	
	6.	Cooperation with management		4	1
	7.	Compliance with company policies, rules, and practices		5	
	8.	Work attendance	1	4	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

AUTO MECHANICS

Allen County Area Vocational Education Center

This subject is a very fine young man, is very co-operative with both employers and fellow employees and his presence at work is most gratifying. One of his shortcomings is that he has a slight tendency to give up and say that he can't fix some repair jobs. I am sure that this will improve with maturity. The biggest shortcoming that I see with him is his spelling and arithmetic. He is very weak in these items.

Employee is young, but seems to be willing.

It is of my opinion that more training is necessary in the areas listed below.

1. Electrical - Alternator and Wiring
2. Carburetor - Rebuilding and Diagnosis -
3. Engine Tune Up - Reading Scope, Etc.

Bowling Green State Vocational Technical School

He had the potential to be an excellent employee, but he had a problem (personal) that caused him to start missing work. I think that he has a good mechanical aptitude and would have been promotable after gaining a little more maturity.

This student is a good employee in whom I plan to invest in him by sending him to schools with John Deere and Kubota.

Russellville Area Vocational Education Center

He is no longer employed here. He quit without giving any notice that he was planning to quit.

BUSINESS AND OFFICE

Allen County Area Vocational Education Center

This student is intelligent, and capable and friendly, but she only wanted to work about four days a week.

I would have to be prejudiced since he is my son.

Barren County Area Vocational Education Center

She has improved a great deal in the past few months due to a better understanding of what is expected of her on the job.

Until the last few days of work this sutdent demonstrated above average work. I would not hesitate re-hiring her at the Glasgow Pizza Hut.

I was very surprised that typing skills were not as good as they should be. More time should be spent on neatness and letter writing.

She is an outstanding worker, very effective dealing with customers. She was recently selected as one of the store employee's to serve on the Hunter's Food Store's Employee Committee.

This employee has not worked for me. She quit before I became manager.

This girl did not work here long enough to grade her performance. She also quit without giving notice.

She has a tendency to do things her way and not the way her employer has instructed her. Her corporation with co-workers tends to be below average because she wants to boss them. This has created a personnel problem. Her punctuality and work attendance has been above average. She has worked for our firm one year and has not missed a day of work or been late for work. She needs to have more self-confidence. This causes her not to be able to work to the best of her ability without supervision.

Bowling Green State Vocational Technical School

This student is a good worker and I am very proud to have her as one of my employee's.

Quantity was extremely slow, however, this could be attributed to being unfamiliar with terminology used in industrial facility.

Monroe County Area Vocational Education Center

The vocational school is doing a good job.

She was rehired with us January 24, 1978.

This student has not worked here. The three remaining are on jobs that do not pertain to what they were trained in. One is in shipping. Two are machine operators.

CARPENTRY

Barren County Area Vocational Education Center

This student needs only more experience on the job to become a very good craftsman. He possesses good skills and work knowledge and common sense. He is a little slow at times, but usually when he is not familiar with the work.

I would recommend him to anyone who needs his type of skills or to anyone who needs a good worker and is almost always on time and dependable.

Russellville Area Vocational Education Center

This student is still a kid. He needs to grow up some. He does have potential.

CIVIL TECHNOLOGY

Bowling Green State Vocational Technical School

Ratings given this student are based on his performance as a transit operator during the five months (August '77 - December '77). He worked for me in that capacity.

During the period of employment with this agency, the referenced employee was undergoing personal problems that affected her work activities. Until these problems (a divorce) were manifested, her work was exceptionally good. Later, she appeared somewhat preoccupied and spent a lot of time "telling her troubles" to others. Once the personal problem was resolved, an improvement in work habits was noted. She is a quick learner and very competent.

COMMERCIAL FOODS

Bowling Green State Vocational Technical School

One of my best employees.

DISTRIBUTIVE EDUCATION

Bowling Green State Vocational Technical School

She is very aggressive and shows much enthusiasm in her work. She has worked her way from an hourly employee into a supervising position and is now studing for assistant manager position.

Thank you for your help in the development of this student in the fast food industry. If I can be of any help in the future, please feel free to call on me.

DRAFTING

Allen County Area Vocational Education Center

Temporary employment, therefore we have no opinion on all questions.

Monroe County Area Vocational Education Center

Not employed.

ELECTRICITY

Allen County Area Vocational Education Center

The employee has only been in my department three days so far has proven to be a good operator.

Barren County Area Vocational Education Center

We feel we are lucky to have him as an employee.

Bowling Green State Vocational Technical School

Well above average employee.

Very good.

These employees have been on strike since May 13, 1977. It is impossible to rate them due to the fact that most of their prior supervisors have been laid off.

The student is an excellent and intelligent employee - and a hard worker. He seems to have absorbed all the instruction possible in his vocational classes.

This student, if he so desires, can perform any job within our working unit and can do all the jobs in a safe and skillful manner.

He can adapt to new techniques and procedures very quickly and is able to operate all our equipment and tools with a high degree of skill and dexterity.

But he seems content to do just enough to get the job done. It is my opinion he could set his goals quite a bit higher and put forth the effort and concentration of which he is capable and mold himself into a very outstanding and prominent person.

In his present job we have not been able to utilize the training he has taken, however would appear to be average.

Does not seem to respond to the requirement as far as attendance and tardiness. He also has the capabilities to produce at an acceptable level, but seems unwilling to do so and is in constant problem in these areas. Immediate supervision tries to correct these problems.

Cooperation with management has improved in last 90 days - was below average.

Monroe County Area Vocational Education Center

His quality of work and quantity of work is greatly above average. Although he seems to be an (off & old) worker. While under supervision his work is great.

ELECTRONIC OCCUPATIONS

Bowling Green State Vocational Technical School

I did not overrate or underrate the employee because I am the employer and the employee.

This student is an excellent employee. He was selected for training as a line mechanic shortly after he came to us. This selection was based on his attitude, willingness to perform any job assigned and has demonstrated ability and intelligence.

He has just been employed by us since August, 1977. He seems to be working fine.

ELECTRONIC TECHNOLOGY

Bowling Green State Vocational Technical School

The quantity and quality of the work he does should improve as he gains work experience, if he maintains his present attitude and enthusiasm for the job.

HEALTH

Barren County Area Vocational Education Center

She was employed here part time 4:00 - 9:00 per evening. She never would when asked swap days with other staff members or come in to work when asked when short staffing occurred.

One evening she did not report for work and when called admitted she was not coming back since she wanted to be with her husband who worked swing shift. I would not rehire nor give good reference.

I am sorry that I am unable to complete your survey, but we have not employed this student. We do have her application on file, however, that is all at this point in time.

If we can be of further assistance, please do not hesitate to contact us.

Bowling Green State Vocational Technical School

During her tenure, I found her to be cooperative, efficient, and well liked by her co-workers. Her work was of such quality that I would rehire her should she seek further employment with Adair Memorial Hospital.

Didn't work under this program.

Glasgow School for Practical Nurses

She failed the State Board exam for practical nurses. She is now employed here in the capacity of a nurses aide. Her performance and interest in her work is somewhat less than desirable.

She very quickly adapted herself to our hospital setting since she had previous experience in this institution as nurse aide, ward clerk and emergency medical technician.
It is evident that she is functioning as an excellent L.P.N. in our hospital.

Has not worked here since graduation.

Is not in our employee now.

This person to whom you refer has not been employed by this hospital.

I have no recall of this person ever having worked for me in my 19½ years in Family Practice in Magnolia.

As this person has accomplished new skills thru further education, it is very hard to evaluate her on her previous levels.

Russellville Area Vocational Education Center

I don't know where she was when you started training in comparison to others she works with or new employees not having had this training. She is just about average. She does seem to be more motivated now than a few years ago. At present time she is attending the Glasgow L.P.N. School. I'm not sure this one example is representative of your training.

INDUSTRIAL ELECTRICITY

Bowling Green State Vocational Technical School

Age and previous work experience as well as training, contribute to this individuals above average performance.

The above does not work for Peabody, however, he has a current application on file with us. We will not be hiring until after the U.M.W.A. contract is signed.

MACHINE SHOP

Bowling Green State Vocational Technical School

This student is still training - his program is excellent. It is expected he will eventually rate in the top ¼ of his work group.

All our machine shop people have come from the vocational school. This individual is one of the best. Our only problem is some students drop out too early and have the attitude that they are machinist.

Considering the amount of time the employee has been on the job, he does very well, is familiar with good machine practices, and is knowledgeable about all tools in the shop. He is much better on some types of equipment. It is my opinion that while in trade school a student could be evaluated on each type of equipment and maybe given more time on equipment that he is less adept.

MASONRY

Bowling Green State Vocational Technical School

He is a good hard worker and the ability to become a brickmason is 100% in the near future. He lacks the knowledge of the bricklaying trade, which only on the job training can give.

RADIO & T. V. REPAIR

Russellville Area Vocational Education Center

Employee is working as general labor.

TECHNICAL DRAFTING

Bowling Green State Vocational Technical School

Needed more practice on communications skills.

Could have used more practice on printing.

WELDING

Barren County Area Vocational Education Center

This employee is no longer with this company.

Bowling Green State Vocational Technical School

He is not working as a welder. He is simply "abiding time". Immature and doesn't have clearly defined goals yet.

This student took a course in welding for personal reasons entirely unrelated to his job with this company. For that reason, we do not feel qualified to evaluate his abilities developed at the vocational school.

No record.

Terminated from FMC.

Not employed by Cutler Hammer.

This man left our employ in May of 1977. He never did any welding for us. I understand he is now operating a fork truck in PA.

AGRICULTURE

Edmonson County High School

Excellent employee.

Both of these are real good employees.

This student is a good kid. He has worked for me sometime. If any-way, give the boy a chance to show himself and he'll answer every question on this sheet. I won't have to. A Satisfied Employer.

Franklin Simpson High School

He is my oldest son and he has never had another job. I suspect that working in a father-son business, it is difficult, but he does very well.

Olmstead High School

For her age, she has a better attitude than most people toward her work.

If you would like us to complete the employee performance sheets attached, please return them, however, I am returning them for fear of unfair evaluation due to the short period of time they were employed by us.

There were no written comments on the following programs:

AGRICULTURE

Franklin Simpson High School

AUTO MECHANICS

Barren County Area Vocational Education Center

Monroe County Area Vocational Education Center

BUSINESS & OFFICE

Edmonson County High School

Franklin Simpson High School

CARPENTRY

Allen County Area Vocational Education Center

Bowling Green State Vocational Technical School

DISTRIBUTIVE EDUCATION

Franklin Simpson High School

ELECTRICITY

Russellville Area Vocational Education Center

ELECTRONIC TECHNOLOGY

Bowling Green State Vocational Technical School

HOME ECONOMICS

Glasgow High School

MACHINE SHOP

Russellville Area Vocational Education Center

REFRIGERATION & AIR CONDITIONING

Bowling Green State Vocational Technical School

SMALL ENGINE REPAIR

Bowling Green State Vocational Technical School

SURGICAL TECHNICIAN

Bowling Green State Vocational Technical School

WELDING

Russellville Area Vocational Education Center

EMPLOYER SURVEY

Summary of Responses

School Region Four   Program Agriculture

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	10	
	2.	The quantity of employee's work	1	11	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		9	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	9	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	9	
II.	1.	Willingness to accept responsibility	2	8	1
	2.	Punctuality	2	8	1
	3.	Ability to work without supervision	1	13	
	4.	Willingness to learn and improve	5	5	1
	5.	Cooperation with co-workers	3	8	
	6.	Cooperation with management	3	8	
	7.	Compliance with company policies, rules, and practices	3	8	
	8.	Work attendance	5	5	1
III.	1.	In the top ¼	4		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	7		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Auto Body

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1		
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1		
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		1	
II.	1.	Willingness to accept responsibility	1		
	2.	Punctuality		1	
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Auto Mechanics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	13	9	1
	2.	The quantity of employee's work	10	11	2
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	9	11	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	8	13	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	6	14	2
II.	1.	Willingness to accept responsibility	9	12	2
	2.	Punctuality	10	11	2
	3.	Ability to work without supervision	11	9	3
	4.	Willingness to learn and improve	15	7	1
	5.	Cooperation with co-workers	13	10	
	6.	Cooperation with management	12	11	
	7.	Compliance with company policies, rules, and practices	8	15	
	8.	Work attendance	11	10	2
III.	1.	In the top ¼	6		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	12		
	4.	In the bottom ½, but not among the lowest ¼	3		

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Business & Office

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	24	30	1
	2.	The quantity of employee's work	18	34	3
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	19	34	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	25	30	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	24	27	3
II.	1.	Willingness to accept responsibility	25	28	2
	2.	Punctuality	25	27	3
	3.	Ability to work without supervision	19	33	3
	4.	Willingness to learn and improve	24	28	1
	5.	Cooperation with co-workers	26	19	1
	6.	Cooperation with management	26	20	
	7.	Compliance with company policies, rules, and practices	31	23	1
	8.	Work attendance	29	21	5
III.	1.	In the top ¼	26		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	20		
	4.	In the bottom ½, but not among the lowest ¼	3		

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Carpentry

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	4	5	
	2.	The quantity of employee's work	2	6	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	3	5	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	5	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	4	1
II.	1.	Willingness to accept responsibility	5	3	1
	2.	Punctuality	4	4	1
	3.	Ability to work without supervision	7		2
	4.	Willingness to learn and improve	7	2	
	5.	Cooperation with co-workers	4	5	
	6.	Cooperation with management	6	3	
	7.	Compliance with company policies, rules, and practices	4	4	1
	8.	Work attendance	4	4	1
III.	1.	In the top ¼	5		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Civil Technology

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	5	5	
	2.	The quantity of employee's work	4	5	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	7	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	5	5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	6	4	
II.	1.	Willingness to accept responsibility	5	5	
	2.	Punctuality	6	3	1
	3.	Ability to work without supervision	2	7	1
	4.	Willingness to learn and improve	6	3	1
	5.	Cooperation with co-workers	3	6	1
	6.	Cooperation with management	3	7	
	7.	Compliance with company policies, rules, and practices	3	7	
	8.	Work attendance	6	4	
III.	1.	In the top ¼	5		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Commercial Foods

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	
	2.	The quantity of employee's work	2	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	5	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	3	1
II.	1.	Willingness to accept responsibility	3	2	1
	2.	Punctuality	3	3	
	3.	Ability to work without supervision	3	1	2
	4.	Willingness to learn and improve	4	1	1
	5.	Cooperation with co-workers	4	2	
	6.	Cooperation with management	2	4	
	7.	Compliance with company policies, rules, and practices	2	4	
	8.	Work attendance	3	2	1
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	4		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Distributive Education

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	6	14	
	2.	The quantity of employee's work	6	13	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	7	12	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	8	11	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	7	12	1
II.	1.	Willingness to accept responsibility	9	11	
	2.	Punctuality	6	11	2
	3.	Ability to work without supervision	10	7	3
	4.	Willingness to learn and improve	12	7	1
	5.	Cooperation with co-workers	10	10	
	6.	Cooperation with management	10	10	
	7.	Compliance with company policies, rules, and practices	8	12	
	8.	Work attendance	9	9	2
III.	1.	In the top ¼	7		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	11		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Drafting

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	7	
	2.	The quantity of employee's work	2	7	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		9	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	7	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	7	1
II.	1.	Willingness to accept responsibility	2	7	
	2.	Punctuality	2	7	
	3.	Ability to work without supervision	2	6	1
	4.	Willingness to learn and improve	3	6	
	5.	Cooperation with co-workers	4	5	
	6.	Cooperation with management	5	4	
	7.	Compliance with company policies, rules, and practices	3	6	
	8.	Work attendance	4	5	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	4	12	1
	2.	The quantity of employee's work	4	12	3
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	5	11	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	6	11	2
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	5	12	1
II.	1.	Willingness to accept responsibility	3	12	4
	2.	Punctuality	2	13	4
	3.	Ability to work without supervision	3	11	5
	4.	Willingness to learn and improve	4	14	
	5.	Cooperation with co-workers	10	8	1
	6.	Cooperation with management	9	9	1
	7.	Compliance with company policies, rules, and practices	7	8	4
	8.	Work attendance	6	9	4
III.	1.	In the top ¼	7		
	2.	In the lowest ¼	2		
	3.	In the top ½, but not among the top ¼	8		
	4.	In the bottom ½, but not among the lowest ¼	2		

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Electronic Occupations

The following data reveals the total number of recordable responses per question and selection.

		Above Av.	About Av.	Below Av.
I. 1.	The quality of employee's work	3	3	1
2.	The quantity of employee's work	2	5	
3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	5	
4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	4	
5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	6	
II. 1.	Willingness to accept responsibility	3	4	
2.	Punctuality	2	4	1
3.	Ability to work without supervision	2	5	
4.	Willingness to learn and improve	3	3	1
5.	Cooperation with co-workers	3	4	
6.	Cooperation with management	2	5	
7.	Compliance with company policies, rules, and practices	3	3	1
8.	Work attendance	3	4	
III. 1.	In the top ¼	4		
2.	In the lowest ¼			
3.	In the top ½, but not among the top ¼	2		
4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Electronic Technology

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	1	
	2.	The quantity of employee's work	2	1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	1	
II.	1.	Willingness to accept responsibility	3		
	2.	Punctuality	3		
	3.	Ability to work without supervision	1	2	
	4.	Willingness to learn and improve	3		
	5.	Cooperation with co-workers	3		
	6.	Cooperation with management	3		
	7.	Compliance with company policies, rules, and practices	1	2	
	8.	Work attendance	3		
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Glasgow LPN School

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	10	14	3
	2.	The quantity of employee's work	10	13	4
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	10	15	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	10	16	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	11	15	1
II.	1.	Willingness to accept responsibility	12	13	1
	2.	Punctuality	13	9	4
	3.	Ability to work without supervision	10	9	7
	4.	Willingness to learn and improve	12	19	
	5.	Cooperation with co-workers	13	11	3
	6.	Cooperation with management	11	13	3
	7.	Compliance with company policies, rules, and practices	11	11	5
	8.	Work attendance	14	8	5
III.	1.	In the top ¼	11		
	2.	In the lowest ¼	3		
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼	7		

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Health Careers

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	11	15	
	2.	The quantity of employee's work	10	15	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	8	17	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	8	17	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	9	17	
II.	1.	Willingness to accept responsibility	13	9	4
	2.	Punctuality	17	9	
	3.	Ability to work without supervision	12	11	3
	4.	Willingness to learn and improve	15	7	4
	5.	Cooperation with co-workers	14	11	1
	6.	Cooperation with management	14	11	1
	7.	Compliance with company policies, rules, and practices	13	12	1
	8.	Work attendance	17	9	
III.	1.	In the top ¼	13		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	5		
	4.	In the bottom ½, but not among the lowest ¼	5		

EMPLOYER SURVEY

Summary of Responses

School Region Four

Program Home Economics

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work	1	2	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill		3	
II.	1.	Willingness to accept responsibility		2	1
	2.	Punctuality		2	1
	3.	Ability to work without supervision	1	2	
	4.	Willingness to learn and improve	1	2	
	5.	Cooperation with co-workers		3	
	6.	Cooperation with management		3	
	7.	Compliance with company policies, rules, and practices		3	
	8.	Work attendance	1	2	
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four   Program Industrial Electricity

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	3	
	2.	The quantity of employee's work	1	4	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	3	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	1	
II.	1.	Willingness to accept responsibility	2	3	
	2.	Punctuality	4	2	
	3.	Ability to work without supervision	4	1	
	4.	Willingness to learn and improve	5		
	5.	Cooperation with co-workers	4	1	
	6.	Cooperation with management	3	2	
	7.	Compliance with company policies, rules, and practices	3	2	
	8.	Work attendance	4	1	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	2		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four

Program Machine Shop

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	7	15	1
	2.	The quantity of employee's work	8	12	3
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	9	12	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	12	10	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	9	13	1
II.	1.	Willingness to accept responsibility	7	13	2
	2.	Punctuality	11	10	2
	3.	Ability to work without supervision	9	11	3
	4.	Willingness to learn and improve	14	8	1
	5.	Cooperation with co-workers	10	12	1
	6.	Cooperation with management	11	11	1
	7.	Compliance with company policies, rules, and practices	11	11	1
	8.	Work attendance	14	8	1
III.	1.	In the top ¼	13		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	9		
	4.	In the bottom ½, but not among the lowest ¼	1		

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Masonry

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work	1		
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job			1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill			1
II.	1.	Willingness to accept responsibility		1	
	2.	Punctuality	1		
	3.	Ability to work without supervision			1
	4.	Willingness to learn and improve	1		
	5.	Cooperation with co-workers	1		
	6.	Cooperation with management	1		
	7.	Compliance with company policies, rules, and practices	1		
	8.	Work attendance	1		
III.	1.	In the top ¼	1		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼			
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four

Program Radio & T. V.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		1	
	2.	The quantity of employee's work		1	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job		1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job		1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill			1
II.	1.	Willingness to accept responsibility	1		
	2.	Punctuality	1		
	3.	Ability to work without supervision		1	
	4.	Willingness to learn and improve		1	
	5.	Cooperation with co-workers			1
	6.	Cooperation with management		1	
	7.	Compliance with company policies, rules, and practices		1	
	8.	Work attendance		1	
III.	1.	In the top ¼			
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Refrigeration & Air Cond.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	2	3	1
	2.	The quantity of employee's work	1	4	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	3	1
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	3	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	4	
II.	1.	Willingness to accept responsibility	3	3	
	2.	Punctuality	2	3	1
	3.	Ability to work without supervision	1	3	2
	4.	Willingness to learn and improve	1	5	
	5.	Cooperation with co-workers	3	3	
	6.	Cooperation with management	3	3	
	7.	Compliance with company policies, rules, and practices	3	3	
	8.	Work attendance	3	3	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Small Engine Repair

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	1	2	
	2.	The quantity of employee's work	1	2	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	2	1	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	2	1	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	1	2	
II.	1.	Willingness to accept responsibility	1	1	1
	2.	Punctuality	2	1	
	3.	Ability to work without supervision	1	2	
	4.	Willingness to learn and improve	1	2	
	5.	Cooperation with co-workers	1	2	
	6.	Cooperation with management	1	1	1
	7.	Compliance with company policies, rules, and practices	1	1	1
	8.	Work attendance	2	1	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	1		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Surgical Tech.

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	3	
	2.	The quantity of employee's work	3	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	5	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	1	5	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	3	3	
II.	1.	Willingness to accept responsibility	4	1	1
	2.	Punctuality	2	4	
	3.	Ability to work without supervision	3	2	1
	4.	Willingness to learn and improve	4	2	
	5.	Cooperation with co-workers	4	2	
	6.	Cooperation with management	4	2	
	7.	Compliance with company policies, rules, and practices	2	4	
	8.	Work attendance	2	4	
III.	1.	In the top ¼	3		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four **Program** Technical Drafting

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work		5	
	2.	The quantity of employee's work	2	3	
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	4	
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	3	2	
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	4	1	
II.	1.	Willingness to accept responsibility	3	2	
	2.	Punctuality	4	1	
	3.	Ability to work without supervision	3	2	
	4.	Willingness to learn and improve	4	1	
	5.	Cooperation with co-workers	3	2	
	6.	Cooperation with management	4	1	
	7.	Compliance with company policies, rules, and practices	4	1	
	8.	Work attendance	4	1	
III.	1.	In the top ¼	2		
	2.	In the lowest ¼			
	3.	In the top ½, but not among the top ¼	3		
	4.	In the bottom ½, but not among the lowest ¼			

EMPLOYER SURVEY

Summary of Responses

School Region Four Program Welding

The following data reveals the total number of recordable responses per question and selection.

			Above Av.	About Av.	Below Av.
I.	1.	The quality of employee's work	3	7	1
	2.	The quantity of employee's work	1	9	1
	3.	The degree to which the employee possesses specific job-related knowledge important to success on this job	1	8	2
	4.	The degree to which the employee is able to operate the equipment and apparatus used on the job	4	5	1
	5.	The degree to which the employee possesses basic reading, verbal and computational skill	2	6	3
II.	1.	Willingness to accept responsibility		9	2
	2.	Punctuality	5	6	1
	3.	Ability to work without supervision	2	8	1
	4.	Willingness to learn and improve	4	6	1
	5.	Cooperation with co-workers	6	5	
	6.	Cooperation with management	4	7	
	7.	Compliance with company policies, rules, and practices	4	5	2
	8.	Work attendance	6	4	1
III.	1.	In the top ¼	2		
	2.	In the lowest ¼	1		
	3.	In the top ½, but not among the top ¼	7		
	4.	In the bottom ½, but not among the lowest ¼			